DOCUMENT RESUME

ED 322 967 JC 900 462

AUTHOR Eisenberg, Diane U.; And Others
TITLE Improving Humanities Studies at Community, Technical, and Junior Colleges.
INSTITUTION American Association of Community and Junior Colleges, Washington, D.C.
SPONS AGENCY National Endowment for the Humanities (NFAH), Washington, D.C.
REPORT NO ISBN-0-87117-212-7
PUB DATE 90
NOTE 87p.
AVAILABLE FROM American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, DC 20036-1176.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Community Colleges; Conferences; Curriculum Development; *Demonstration Programs; Faculty Development; *Humanities; *Humanities Instruction; Instructional Improvement; Intercollegiate Cooperation; Mentors; Program Descriptions; *Program Development; *Two Year Colleges; Workshops

ABSTRACT

In March 1989, the American Association of Community and Junior Colleges (AACJC) began a year-long project to strengthen the humanities offerings in two-year institutions. Directors from eight select humanities programs which had received National Endowment for the Humanities (NEH) Higher Education in the Humanities grants were called upon to share their acquired expertise and experience with representatives from the humanities departments of 24 community colleges from across the nation. Selected by a committee of AACJC and NEH officials from among 100 applicants, the 24 participating colleges spent 3 days at a conference in Washington, D.C. that included plenary sessions, model project presentations, and mentor/team meetings with the eight selected directors. At the conclusion of the conference, each of the 24 teams had produced a written plan of action for their college to pursue over the months that followed. This project report includes brief profiles on the efforts and accomplishments of the eight selected college humanities departments and provides highlight reports from the 24 participating community colleges on the progress in humanities development they have achieved since the conference. Three appendices include addresses of all participating colleges and conference principals, a national map showing distribution of the colleges, and the AACJC policy statement regarding the study of humanities. (GFW)

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AN ADVANCING THE HUMANITIES PROJECT REPORT FROM AACJC

IMPROVING HUMANITIES STUDIES

AT COMMUNITY, TECHNICAL, AND JUNIOR COLLEGES

BY

DIANE U. EISENBERG

JAMES F. GOLLATTSCHECK

DIANA H. METCALF

BARBARA C. SHAPIRO

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THIS AACJC PUBLICATION WAS PREPARED WITH FUNDING FROM THE NATIONAL ENDOWMENT FOR THE HUMANITIES

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American Association of Community and Junior Colleges
National Center for Higher Education
One Dupont Circle, NW, Suite 410
Washington, DC 20036-1176
(202) 728-0200

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Printed in the United States of America
ISBN 0-87117-212-7

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Part I

PREFACE

Dale Parnell

WITH THE PUBLICATION OF THIS REPORT, THE American Association of Community and Junior Colleges (AACJC), supported by the National Endowment for the Humanities (NEH), completes a year-long project to advance humanities education at the nation's community, technical, and junior colleges. The report describes the project's activities and accomplishments, presents case studies of eight exemplary humanities programs, and documents how twenty-four community colleges are emulating these models. It offers community, technical, and junior colleges throughout the country an opportunity to learn from the successful programs of others how to strengthen humanities programs on their campuses in ways appropriate to their own unique missions and constituencies.

Improving Humanities Studies at Community, Technical, and Junior Colleges is also the culmination of a series of previously conducted AACJC activities supported by the National Endowment for the Humanities. These include the AACJC/NEH National Humanities Roundtable in 1985, an AACJC Board-approved Humanities Policy Statement, and a widely discussed monograph, *The Future of Humanities Education at Community, Technical, and Junior Colleges.* With assistance from NEH, AACJC has been able to maintain its commitment to the importance of humanities study on community college campuses.

The American Association of Community and Junior Colleges is proud of its *Advancing the Humanities* project and congratulates par-

ticipating colleges, for they are providing leadership in bringing to this country's college students the tools they require to emerge as productive, knowledgeable, and thoroughly engaged citizens.

Dale Parnell is President and Chief Executive Officer of the American Association of Community and Junior Colleges.

Part II

FOREWORD

Lynne V. Cheney

IT HAS BEEN A PLEASURE TO FOLLOW THE progress of the AACJC/NEH *Advancing the Humanities* project and the American Association of Community and Junior Colleges' continuing efforts to strengthen the humanities in community, technical, and junior colleges across the country.

These institutions are important because they enroll a significant percentage of the students beginning higher education. But more importantly, they are significant for the emphasis they place on good teaching. Despite heavy teaching loads, community college faculty strive to continue their own intellectual growth and to share their intellectual curiosity and their broad knowledge with their students.

This project has enabled eight project directors who have succeeded in improving humanities instruction on their campuses to work with twenty-four institutions now embarking on similar ventures. By combining scholarship, engagement with major works in the humanities, and attention to practical processes of curricular change, this project promises to have a significant impact on humanities teaching in all of the participant community, technical, and junior colleges.

I congratulate you on your good work.

Lynne V. Cheney is Chair of the National Endowment for the Humanities.

Part III

INTRODUCTION TO THE *ADVANCING THE HUMANITIES* PROJECT

"While making a living and pursuing a satisfying career are worthwhile ends, it is far more important to make a good life, and to do so we need not only to understand ourselves and our culture better, but to have the perspective and knowledge the humanities provide on values, goals, capabilities, responsibilities, and the products of human creativity that make life better than it might have been without them. Every participant in higher education should have the opportunity to learn how to go about making a life as well as making a living."

Landon Kirchner
Assistant Dean
Arts, Humanities and Social Sciences
Johnson County Community College
Kansas

LANDON KIRCHNER'S ASSERTION THAT THE HUMANITIES ARE AN integral part of the life of an educated human being is consistent with the American Association of Community and Junior Colleges' commitment to the centrality of the role of the humanities in two-year college education. To provide its students with the tools to function as informed citizens, economically self-sufficient workers, and fulfilled private individuals, AACJC conducted a project to advance the study of the humanities in two-year institutions.

This chapter, an abridged version of "Making a Life as Well as Making a Living: Advancing the Humanities, *" by Barbara C. Shapiro, originally appeared in the* Community, Technical, and Junior College Journal, *October/November, 1989.*

Funded by a $230,000 grant from the National Endowment for the Humanities (NEH), the *Advancing the Humanities* project was the outgrowth of AACJC's National Humanities Roundtable convened on June 23–24, 1985, also funded by NEH. At that time, leaders from community colleges and other higher education institutions and organizations met to explore the ramifications for community colleges of William J. Bennett's *To Reclaim a Legacy*, particularly in terms of the study of the humanities.

From the work of the Roundtable emerged an AACJC Board-approved Humanities Policy Statement and a monograph, *The Future of Humanities Education at Community, Technical, and Junior Colleges*. Widely disseminated and discussed on community college campuses, the statement and monograph generated much interest in developing ways to strengthen humanities offerings in the colleges. The *Advancing the Humanities* project was designed to help meet those needs.

The project provided 24 community colleges with assistance in developing and improving the study of the humanities. The colleges were given the opportunity to work with the directors of eight exemplary humanities programs already in operation at two-year institutions. These eight programs served as models, and their directors served as mentors for the 24 colleges.

Two-year colleges which had already identified specific needs in their humanities programs and had begun to explore ways to meet them were encouraged to apply to the project through a nationwide competition. From some 100 applicants, 24 colleges were selected by a committee consisting of William Askins, Executive Director, Community College Humanities Association; Landon Kirchner, Assistant Dean, Arts, Humanities and Social Sciences, Johnson County Community College, Kansas; Jerry Sue Owens, President, Lakewood Community College, Minnesota; and George Vaughan, Director, Center for Community College Education, George Mason University. James F. Gollattscheck, Executive Vice President of AACJC and director of the project, Diane U. Eisenberg, AACJC senior consultant and project manager, and Judith Jeffrey Howard, NEH program officer, served as *ex officio* members of the committee.

The *Advancing the Humanities* project was launched with a National Humanities Conference held March 1–3, 1989, in Washington, DC. The conference consisted of plenary sessions, model project presen-

AACJC President Dale Parnell addresses participants at National Humanities Conference, joined by (left to right) Lynne V. Cheney, NEH Chair, James F. Gollattscheck, AACJC Executive Vice President, and Diane U. Eisenberg, Advancing the Humanities *Project Manager.*

tations, and mentor/team meetings. Participants had the opportunity to hear opening remarks by AACJC President Dale Parnell and NEH Chair Lynne V. Cheney. Dinner addresses were presented by John F. Andrews, noted Shakespearean scholar, and Saul Sosnowski, Chair of the Department of Spanish and Portuguese, University of Maryland. In addition, the 24 college teams heard presentations about each of the exemplary humanities projects. Most importantly, each three-member team from the 24 selected colleges met and worked with an assigned director of one of the eight exemplary programs. At the conclusion of the conference each team had produced a written plan of action for their college to pursue over the months that followed.

Proof of the value of the conference and of the collaboration between AACJC and NEH on the humanities project were kudos sent by conference participants after they returned to their campuses. Robert G. Badra of Kalamazoo Valley Community College, Michigan, wrote, "It was a demanding conference, demonstrating the best of others, demanding the best of us . . . We left with a greater sense of the community college family throughout the nation."

Byron Robinson, Dianne Setzer, and Melinda Lamb of Alamance Community College, North Carolina, requested of AACJC, "Please continue the liaison with NEH so that other community and junior

Judith Jeffrey Howard, NEH Program Officer, speaks at National Humanities Conference.

colleges can reap the benefits of the *Advancing the Humanities* project." To NEH they wrote, "We at Alamance Community College have, of course, heard of you . . . It was a 'culture surprise,' however, to learn that you had heard of us in Haw River, North Carolina, that you had invited us to participate in so large and ambitious a project . . . We are still tingling from our 'culture surprise.' We feel grateful you have brought your wealth of knowledge to our front line in advancing the humanities and hope that AACJC/NEH will continue to advance that line with us for a long time to come."

Judith Sylte of North Idaho College reported, "I'm sure that you would be gratified to see the positive changes that have come about just since we returned from Washington, DC. Yesterday we had the first meeting of humanities faculty in the 54-year history of our college, where we began to ask the questions of each other that will lead to a coherent humanities program identity, goals, and criteria."

To reinforce the accomplishments of the National Humanities Conference and to ensure continuity, each mentor/college team continued its relationship. Through the course of the year, mentors visited each of the colleges they assisted at the conference and made themselves available to team members via telephone and correspondence. In addition, one representative from each college team visited an exemplary humanities program.

Diana H. Metcalf, Advancing the Humanities *Project Assistant, speaks at National Humanities Conference.*

During the course of the project, three issues of ADVANCING THE HUMANITIES NEWS, a new AACJC humanities networking service, were mailed to college presidents, academic deans, and humanities faculty members throughout the country. And as the culminating product, this document presenting eight case studies on the exemplary humanities programs as well as descriptions of accomplishments at the 24 participating colleges has been published.

Additional opportunities to learn from and about the *Advancing the Humanities* project were offered at AACJC's annual convention in Washington, DC, on March 30, 1989, at a forum moderated by Diane U. Eisenberg with presentations by William Askins, Judith Jeffrey Howard, and Jesse Jones, Vice President for Instruction, Richland College, Texas, one of the eight exemplary program colleges. Addressing a standing-room-only audience, Howard described the longstanding relationship that has existed between NEH and community colleges, elaborating on a number of community college projects presently being funded by NEH.

"NEH is not elitist," said Howard, as she reminded the audience that she, Lynne Cheney, NEH Chair, and other members of the Endowment staff were once themselves community college teachers and value the excellent teaching offered to growing numbers of students across the country by these institutions.

In his presentation, William Askins described the state of humanities at community colleges. "Humanities are alive and well in the two-year colleges," said Askins. He reported on a recent survey which revealed that the proportion of community colleges which require some humanities courses is the same as that of the four-year colleges (20%).

Jesse Jones described Richland's "College Classics Cluster Project" and stressed the benefits of the program as offering a valuable historical basis and a cultural perspective to students "needy" in these areas, while at the same time exciting and stimulating both students and humanities faculty. The project has also strengthened the college's transfer process to the four-year colleges by providing better prepared students.

Community college presidents whose colleges were involved in the project revealed the ways in which these institutions have been supported in their efforts to address pressing educational needs unique to their academic communities. For example, President Marilyn Schlack of Kalamazoo Valley Community College, Michigan, had been concerned about a lack of "connectedness" among the sciences, technology, and the humanities on the Kalamazoo campus: "Through the *Advancing the Humanities* project, our college was able to help students prepare to function more successfully in a complex, high-tech world. I think our students will be better equipped to evaluate, to think more critically, and to better understand the present and potential impact the sciences and technologies have on our society."

President Wallace Appelson of Harry S. Truman College, Illinois, has been faced with the task of educating an exceptionally culturally diverse student body. In fact, at the present time, his college has a larger Asian population than that of any other community college in the country excepting those in California and Hawaii. The *Advancing the Humanities* project enabled Truman College to develop a program which helps students with non-Western backgrounds acquire a greater knowledge and appreciation of Western culture. Appelson commented, "We view our new humanities course as a 'Western Culture as a Second Culture' course." Such a course is vital, adds Appelson, because "it helps foreign students acculturate, to fit into their newly chosen country."

It is clear that this AACJC/NEH initiative is making its mark on America's two-year colleges and affecting large numbers of students

in important ways. "Through the impressive range of activities which make up the project, we are seeing a revitalization of the humanities at the nation's community, technical, and junior colleges," says James F. Gollattscheck, while Diane U. Eisenberg adds, "This project was a logical next step for AACJC. It allowed the Association to meet the needs of community colleges seeking ways to improve their humanities study while fulfilling AACJC's commitment to the importance of the humanities as an essential part of community college education."

Part IV

EXEMPLARY HUMANITIES PROJECTS: CASE STUDIES

"TO BE IGNORANT OF WHAT HAPPENED BEFORE YOU WERE born is always to remain a child." So said the great Roman orator Cicero, and the administrators and faculty of the eight community colleges whose *Advancing the Humanities* projects are described in the following pages are in obvious agreement. All eight projects, each originally developed with NEH Higher Education in the Humanities grants, demonstrate a devotion to the great ideas and works of art of our civilization's past. They also reflect the need to make connections between past and present, to ensure that community college students throughout the country have been provided with the intellectual tools not only to understand their own culture, but also to understand its relationship to other cultures, past and present.

The eight exemplary programs are the products of institutions which are both geographically and demographically diverse, and each of the programs was carefully tailored to meet the specific needs of its constituency. Beneficiaries ranged from full-time students seeking Associate in Arts degrees to part-time students who were non-degree candidates. In addition, while many of the projects were interdisciplinary, others stressed specific humanities disciplines and a wide range of methodologies. All eight programs offered the faculties of their institutions an opportunity for intellectual revitalization. Most of all, they demonstrated a profound commitment to the study of the major works in the humanities as a means of ensuring that students learn how to make a life as well as a living.

Still another thread runs through the eight exemplary programs—the thread of excitement. It is evident that the following projects have provided intellectual stimulation, a strong sense of engagement, and a good deal of pleasure for their participants, faculty and students alike. They recall a comment made at the Humanities Forum at the AACJC 69th annual convention: "The humanities are alive and well in the two-year colleges."

Community College of Philadelphia
Philadelphia, Pennsylvania

The Community College of Philadelphia, the second largest community college in Pennsylvania, is an urban institution which currently enrolls over 35,000 students each year. The student population is ethnically diverse: 51% black, 40% white, 9% Asian, Hispanic and other ethnic groups. Fifty percent of these are from economically disadvantaged backgrounds. Although they are rich in life experience, they often have had limited contact with significant literary and historical texts as well as little exposure to many of the central ideas of Western culture.

These same students are unable to devote themselves to full-time study because of economic need or family responsibilities. Over the past five years, the part-time student population has increased dramatically. Many part-time students enroll in only one course per semester, and their most common choice is introductory English composition.

To meet the needs of these students and their faculty, who are often part-time as well, the Community College of Philadelphia, under the leadership of Karen Bojar and Grace Flisser, developed the "Cultural Literacy Project" to strengthen English composition courses offered to part-time students in the evenings, on weekends, or at off-campus sites by adding significant works of literature and history to the courses.

Just as part-time students tend to lack the usual array of support services, part-time faculty miss the usual opportunities for faculty development. A five-week summer institute for part-time teachers of part-time students was created to ensure that faculty had the opportunity to develop strategies for integrating historically and culturally relevant information with in-depth analysis of key literary and

historical texts and to explore ways of using such texts as the basis for writing assignments for their part-time students. The ultimate goal was to transform introductory English composition from courses which involve a heterogeneous mixture of pedagogies and materials to courses which are centered upon the concept of cultural literacy.

Faculty attending the institute were encouraged to continue to meet the following semester to discuss the classroom utility of ideas and strategies developed as a result of the institute and to modify and refine their ideas and materials as needed in order to present them to a wider audience. They were encouraged to present their ideas at annual meetings of professional associations such as the Community College Humanities Association and at a regional conference on cultural literacy organized by the directors of the project.

The project drew upon the expertise of faculty involved in three humanities curricula offered on the main campus of the College during the day: an honors program originally funded by NEH and now funded entirely by the College; a transfer opportunities program in which students received intensive educational experience based on the exploration of primary sources and involvement in a community of learners; and linked humanities courses developed as a result of an NEH grant for another summer institute which brought together ten teams of humanities teachers who designed a linked English composition course and humanities curriculum.

The "Cultural Literacy Project" summer institute for faculty was held for a five-week period, four days a week. Participants began by exploring the theoretical implications of the concept of cultural literacy and read materials on the subject by E. D. Hirsch, as well as by some thoughtful respondents to his positions. They studied such issues as ways that teachers can present appropriate humanities texts so that students perceive them as central to their lives. Later, they considered groups of texts which might form the core of an English composition class and considered the ways in which different combinations of readings might prove effective.

Commencing with the third week of the institute, participants began to focus on a series of texts organized thematically. Thus, they began with an examination of the Calvinist tradition from the vantage point of female experience and read Nancy Cott's *The Bonds of Womanhood: Women's Sphere in New England* and *The Captivity and Restoration of Mrs. Mary Rowlandson*, Hawthorne's *The Scarlet Letter*, and Mill-

er's *The Crucible*. For an exploration of the role of women in 19th century America in the broader context of the struggle for human rights, faculty were required to read Sarah Moore Grimke's *Letters on the Equality of the Sexes* and *The Condition of Women*, Elizabeth Cady Stanton's *Eighty Years and More (1815–1897)* and *Reminiscences*, *The Narrative of the Life of Frederick Douglass*, and Thoreau's "A Plea for Captain John Brown."

Week four of the institute covered the history of racial relations in U.S. history, particularly as represented in literary academic texts. Required reading was Twain's *Huckleberry Finn*, Leo Marx's "Mr. Eliot, Mr. Trilling, and Huckleberry Finn," Ralph Ellison's *Invisible Man* and "Change the Joke and Slip the Yoke," and Oscar Handlin's *Race and Nationality in American Life*.

On the theme of economic dislocation in the 1930's, texts considered were Steinbeck's *Grapes of Wrath*, Hurston's *Their Eyes Were Watching God*, Farrell's *The Young Lonigan*, and Dorothea Lange and P.S. Taylor's *An American Exodus*.

The final week of the institute was devoted to works which look at the U.S. experience from an international perspective: *In Our Time* by Hemingway, *Hiroshima* by John Hersey, *The Great War and Modern Memory* by Paul Fussell, and Theodore Roosevelt's "How We Acquired the Panama Canal" and selections from *Rough Riders*.

As a result of the successful completion of the first institute, the regional conference, and the positive publicity surrounding the full range of project activities, a second group of faculty was recruited for a second five-week institute. Although format, reading list, and guest speakers were essentially the same, some modifications were made in light of participants' comments and an outside evaluator's assessment.

The Community College of Philadelphia is confident that its "Cultural Literacy Project" is playing an important role in heightening student awareness of the crucial place of widely shared humanities information in a literate society and encouraging students to examine the political and social implications of the kind of knowledge base the "culturally literate" are assumed to possess. It is also strengthening collegiality between full- and part-time teachers, and those on and off campus, through the interchange of ideas and shared experiences.

Highline Community College
Des Moines, Washington

Highline Community College is located about halfway between Seattle and Tacoma on an 80-acre campus. The average student age is 29. The College serves a primarily suburban population of about 9,000, with 4,600 enrolled full-time. There is a fairly large Southeast Asian immigrant population, but a rather small enrollment of other foreign students and minorities. Almost 60% of the students classify themselves as academic transfer students. Occupational and academic programs are integrated in the same division. The Arts and Humanities Division is the largest of the College's divisions, and it provides classes and programs for students working toward both occupational certificates and academic transfer degrees.

Highline has recently increased and strengthened its humanities distribution requirements for the Associate in Arts degree, in line with the specific needs of the majority of its student population. To increase the quality and rigor of its humanities core courses, to provide intellectual stimulation, and to increase morale and collegiality among faculty, the College devised its "Strengthening Humanities Core: A Comprehensive Faculty and Curriculum Development Plan," directed first by Linda Spoerl and then by Lorain Stowe.

Highline's humanities program included a number of components, among them, support for individual faculty humanities projects, additional graduate work for one faculty member, a review of the library's holdings in the humanities and increased library acquisition funds, a workshop on creating learning communities in the humanities through paired and clustered courses with Roberta Matthews from La Guardia Community College as consultant, and the creation of two summer faculty seminars.

The additional graduate work for a faculty member involved the retraining of Lorain Stowe, coordinator of humanities and instructor of the interdisciplinary humanities survey. Professor Stowe originally had a Master of Arts degree in English, but with NEH support was able to return to the University of Washington to study philosophy for a year, receiving a Master of Arts degree in philosophy. As a result, in addition to adding depth and intellectual rigor to her humanities courses, she is now able to teach a course in the history of Western philosophy, which complements the humanities sequence.

Conference participants hear mentors present exemplary humanities programs.

She is also able to teach two or three introductory level courses in philosophy per year, thus making these vital humanities components available to a greater number of students than they would otherwise be in a college with a one-full-time-member philosophy department.

The first of the summer seminars was offered to thirteen full- and part-time members of the Division of Arts and Sciences and was offered for credit at the University of Washington. The seminar was taught jointly by Willis Konick, Associate Professor of Slavic Language at the University, and Linda Spoerl, then the director of Highline's humanities project. Participants read and discussed such works as Dostoyevsky's "The Eternal Husband," Shakespeare's *King Lear*, Faulkner's *As I Lay Dying*, Bronte's *Jane Eyre*, and Miller's *Death of a Salesman*. Over the eight-week period they also prepared two oral presentations and a written response.

As a result of this first summer seminar, participating faculty reported specific changes in the content of their own courses. For example, one instructor began to bring more feminist viewpoints to her teaching of the humanities sequence as well as to her discussions of works such as Homer's epics. Another faculty member revised her thinking about the importance of historical context and began to include in her children's literature course essayists such as Rousseau and Locke, who influenced attitudes toward education, children, and the family.

The second seminar was entitled "The Humanities and the City" and was taught by T. G. Gillcrest, Professor of English and the

Humanities, Reed College. The course covered 5th century Athens, Renaissance Florence, and London in the age of Dickens and Doyle. During the first third of the course, participants read and discussed works of Homer, Herodotus, Aeschylus, Thucydides, Sophocles, Euripides, and Plato, along with appropriate background materials and secondary sources. For the Renaissance section, they read the works of such scholars of the Renaissance as Leo Steinberg, Kristeller, Gene Brucker, and Panofsky, as well as sections from Pico della Mirandola, Leonardo Bruni, Ficino, Poliziano, Machiavelli, and Vasari. For the 19th century London unit, participants were required to read Dickens' *Dombey & Son*, sections of Mill's *On Liberty*, Arnold's *Culture and Anarchy*, Jerome K. Jerome's *Three Men in a Boat*, and A. Conan Doyle's "The Sign of the Four." Recommended supplemental reading was encouraged.

The second seminar was interdisciplinary, not only in its content but also in its participants, bringing together faculty from Tacoma Community College in literature, drama, and history, with Highline faculty in literature, humanities, philosophy, history, political science, and sociology. Along with the increase in morale and collegiality engendered by the course, there were specific teaching benefits as well. A number of faculty have strengthened and enriched their interdisciplinary sequence of courses in the Western humanities by adding new lectures and participatory projects, as well as broadening and deepening the scope of their required and recommended reading lists. Furthermore, as a result of the seminar, one faculty member wrote a lengthy research paper on the role of women in ancient Greek society which another faculty member later referenced when she discussed ancient literature and culture in her humanities, mythology, and philosophy classes.

The two summer seminars created strong bonds of community and purpose among the group. Members of the seminars developed the sense of group identity and support which is important in creating and maintaining a strong faculty. In addition, participants have noted among themselves a greater interest in professional activities as demonstrated by a return to graduate school, increased writing and editing, and the presentation of workshops at regional conferences.

The weakness in the seminars was soon obvious to all: an attempt to cover too much material in too short a time. Nevertheless, Linda Spoerl responds by saying, "I do not find this a terrible flaw. . . We

tried to provide a map and an itinerary. Our faculty members now have enough information to decide whether they want to make the journey."

Lorain Stowe adds, "Other colleges whose faculty are older and have not had recent opportunities for returning to a university for classes would benefit from seeking funds to create such opportunities. Providing time to read together, to talk together, to see each other make brief presentations in classrooms, are valuable professionally revitalizing experiences."

Jefferson State Community College
Birmingham, Alabama

Jefferson State Community College is one of the largest public two-year colleges in Alabama. It is a commuter institution in the northeastern section of Birmingham, serving an enrollment of 6,095 students. The College has recently undergone a dramatic change in its student body. In the past, the student body consisted for the most part of students of average academic abilities and those only marginally prepared for college work. Thus, faculty were rarely intellectually challenged or felt the need to increase their own knowledge for the benefit of their students. In addition, limited financial resources available to the College left little opportunity for supporting faculty interest in advanced study or participation in professional meetings. These factors resulted in serious cases of burnout among many humanities faculty, almost all of whom had been teaching at Jefferson State for over fifteen years.

Recently, however, the College has enrolled an increasing number of academically talented students and has been actively working to develop an honors curriculum. The honors program, which began in Fall, 1986, now offers opportunities for the humanities faculty to be involved in intellectually stimulating interdisciplinary humanities courses. The two-year program included five-hour courses combining disciplines within the humanities. The courses are team-taught and present a sequential study of the major ideas and development of Western civilization within a historical framework. The courses are designed to introduce students to the great works of Western civilization and to help them to understand their literary, historical, and artistic heritage. Materials are presented thematically whenever pos-

sible to illustrate the interrelations of art, literature, music, philosophy, and history and the variety of ways in which they reflect cultural values.

Under the direction of Agnes Pollock, Jefferson State designed a project entitled "Faculty Renewal and Development Through Interdisciplinary Humanities Seminars." The project's goals were two-fold: to combat faculty burnout by providing opportunities for intellectual growth, and to develop a pool of teachers for the honors program.

The faculty seminars met for one and a half hours twice a week. Each seminar was open to twelve faculty members, who received release time from one class, studied the assigned materials, participated in the analyses of the works, and did research on the reading material for which they were responsible. The required reading for the courses included the major works taught in the humanities honors courses as well as *The Search for Personal Freedom*, Volumes 1 and 2, a humanities text which provides historical overviews and information on major developments in art, music, and literature.

An important feature of each seminar was the opportunity for participants as well as other interested faculty to hear both local and nationally known scholars address topics related to the subjects studied. Following the presentations, time was set aside for informal discussions between the visiting scholar and the audience.

The faculty seminars began in Winter, 1988, with "The Classical World." Required reading for the course was drawn from among the following works: the *Iliad*, the *Odyssey*, works by Plato, excerpts from Herodotus, Thucydides' *History of the Peloponnesian War*, the plays of Aeschylus, Sophocles, Aristophanes, and Euripides, the poetry of Sappho, Aristotle's *Nichomachean Ethics* and *Politics*, the *Odes* of Horace, Ovid's *Art of Love*, Lucretius' *De Rerum Natura*, Juvenal's *Third Satire*, and excerpts from St. Augustine and the Bible. In addition, seminar participants attended lectures given by James Rachels, Professor of Philosophy, University of Alabama, on the Greek concept of virtue; Margaret Boegeman, Professor of English, Cypress College, on Greek mythology in art and literature; and Sam Pezzilo, Professor of Classics, Birmingham-Southern College, on Greek and Roman architecture.

The second semester, held in Spring, 1988, covered "The Medieval World and the Renaissance." For this course, faculty participants read excerpts from Aquinas and Chaucer, *The Song of Roland*, *Tristan and*

Iseult, Sir Gawaine and the Green Knight, Malory, White's *The Once and Future King*, Dante, Boccaccio, Erasmus' *The Praise of Folly*, Machiavelli's *The Prince*, and viewed appropriate films and videos. Scholarly presentations were made by Susan Hagan on "The World of Chaucer through Art," Flowers Braswell on "Arthurian Legend," James Wilhelm on Dante, and Michael McInturff on Renaissance art and culture.

"The Neo-Classical Age and the Romantic Rebellion" was the title of the third seminar, offered in Winter, 1989. The course covered Hobbes' *Leviathan*, Pascal's *Thoughts: an Apology for Christianity*, Racine's *Phaedra*, *Essay Concerning Human Understanding* by Locke, Pope's "An Essay on Man," Swift's "A Modest Proposal," Goethe's *Faust* Part 1, poems by Wordsworth, Shelley, Coleridge, Byron, and Keats, Shelley's *Prometheus Unbound* and *The Cenci*, *Pride and Prejudice* by Jane Austen, and Wollstonecraft's *Vindication of the Rights of Woman*. Visiting scholars were Dwight Eddins, University of Alabama English Department, on Romantic poetry; Janette Fishell, performing and speaking on Peter Ebn's "Faust" music; and Jim Cook, Birmingham-Southern Music Department, performing and speaking about classical and romantic music in a historical context.

The fourth seminar, "Political and Intellectual Forces in the Modern World," covered works by Nietzsche, Marx, Freud, Hitler, Dubois, Malcolm X, Martin Luther King, Jr., Hemingway, and Virginia Woolf. Guest lecturers were Larry Gerber, Professor of Intellectual History, Auburn University, on the intellectual and political trends at the beginning of the 20th century; George Graham, Professor of Philosophy, University of Alabama, on existentialism; Hines Hall, History Department, Auburn University, on the origins of fascism; and Gayden Latture, with a slide presentation and lecture on Nazi art and propaganda.

The final seminars of the series were presented in Winter and Spring, 1990, and focused on "Creative Forces in the Modern World." Works studied were Dostoyevsky's *Crime and Punishment*, a short story by Sherwood Anderson, Chekhov's *The Cherry Orchard*, Ibsen, Shaw, Beckett, selected poems of Frost, Yeats, Dylan Thomas, and e e cummings, excerpts from Bonhoffer, works of Camus, Kafka, T. S. Eliot, Langston Hughes' poems and short stories, Malamud's *The Magic Barrel*, Saint Exupery's *The Little Prince*, Joyce's *Dubliners*, Faulkner's "A Rose for Miss Emily" and *As I Lay Dying*.

The faculty seminars have been enthusiastically received by Jefferson State participants. Many applauded the interdisciplinary nature of the discussions; said one faculty member, "Being involved in scholarly discussions with colleagues outside my discipline was an interesting and refreshing change." Although some participants expressed frustration at the length and number of reading assignments, most were delighted to have the opportunity to share in the experience. Enthusiasm for the interdisciplinary approach and the intellectual renewal was reflected in the following comments: "The seminars provided the opportunity for conversations which I have long wished could be going on in hallways and our offices;" "Many of us talked about the material outside the seminar—probably to the point that we frustrated colleagues who were not participating;" "A general bravo for the idea—the kind of thing that is positive and brings us together in the only really important way—for learning together and for enjoying the process and for inspiring each other."

Jefferson State Community College is convinced that its humanities project will have a long-term positive impact on students as well as on faculty. Obviously, what seminar participants learned in the courses, they were able to pass directly on to their students. But even more, the intellectual revitalization experienced by seminar participants increased their enthusiasm for teaching and gave them the confidence to want to teach the honors courses. Jefferson State expects to see an increased interest among its faculty in an integrated approach to learning as well as growing faculty interest in designing additional humanities honors courses and redesigning some current courses with a more interdisciplinary approach in mind. Perhaps the following comment best sums up the success of Jefferson State's "Faculty Renewal and Development Through Interdisciplinary Humanities Seminars" project: "It was a pleasure and a thrill to see myself and other sufferers of burnout rediscover the joy of scholarship, the heady exchange of ideas, and the refinement of perspective that comes from enlightened debate."

Kirkwood Community College
Cedar Rapids, Iowa

Kirkwood Community College offers a Liberal Arts and Career Education program to the 325,000 residents of a seven-county area

located in the east-central part of the state. The area includes Cedar Rapids and Iowa City as well as many rural communities. Kirkwood, with an enrollment of 15,000, is one of the largest of Iowa's community colleges, and the fifth largest institution of higher education in the state. The College offers a broad range of programs, including adult basic education, high school completion, one-on-one Right to Read, career education, arts and sciences, and college career options as well as programs for the elderly, the disabled, and prisoners at the Iowa State Men's Reformatory. Of the current students who have declared their intention to complete a program, approximately 45% plan to earn an associate degree or certificate, and 55% intend to transfer to a four-year college or university.

Since 1979, Kirkwood faculty and administrators have been working together to bring greater coherence and viability to Kirkwood's humanities program. When the College realized that fewer and fewer students had an understanding of what was meant by the humanities and why their study was important, they used an NEH consultancy grant to help them arrive at the following set of shared values about the role of humanities at Kirkwood: the school's program should foster an educated responsiveness to humanities literature and artifacts; it should develop clear thinking through inquiry and verbal expression; it should help students understand the role of values in human life; and it should enable students to understand their culture in relation to other cultures, past and present. From this initial step came others, including major revisions in humanities requirements for students and an integrated humanities program.

After steadily strengthening the humanities through the implementation of more rigorous requirements, the College began to focus on the needs of its faculty. The Kirkwood humanities committee received NEH funding for its project, "Strengthening Core Through Faculty Development," directed by Rhonda Kekke, which allowed implementation of individual faculty scholarship grants and three summer seminars, held in 1985, 1986, and 1987, with visiting humanities professors.

The first of the three summer seminars was entitled "Modernism and Society: Origins of Contemporary Culture, 1890–1930" and was conducted by Professor Allan Megill, University of Iowa. Seven Kirkwood faculty participated in the colloquium in addition to seven University of Iowa graduate students. Over the course of six weeks they

read and discussed works by and about Freud, Nietzsche, Thomas Mann, Robert Musil, Arthur Schnitzler, Kafka, Georg Simmel, Max Weber, and Heidegger, as well as Viennese culture, changes in science, and the impact of World War I. Participants read extensively and studied specific works of music and art of the period as well.

"Philosophy of Work" was the second of the summer seminars. It was conducted by Professor Frithjof Bergmann, University of Michigan. Again, seven Kirkwood faculty members were joined by seven graduate students. Readings ranged from philosophy (Nietzsche, Hegel, Weber, Bergmann) to social and political science (Hofstadter, Marcuse), to literature (Sinclair Lewis, Gloria Naylor).

For the final summer seminar, seven Kirkwood faculty members, eight graduate students, and two additional Kirkwood participants studied "Individualism and the Community in American Culture, 1910–1940," under the direction of Wayne Franklin, University of Iowa. The syllabus covered materials by Henry Adams, Jack London, Henry James, Veblen, Gertrude Stein, Margaret Mead, Jean Toomer, Hemingway, O'Neill, and Dos Passos, among others.

Participants in the summer seminars, when asked to evaluate their experience, were unanimously enthusiastic. They judged that the materials enhanced their professional development by expanding their knowledge and exercising their intellect. Said one, "The seminar was the most enriching experience in my fifteen years at Kirkwood." The opportunity to engage in genuine scholarship and have time for reading and reflection was invaluable. Although participants acknowledged that too much had been attempted for such a brief time, all were enthusiastic about what they had accomplished and convinced that a similar program would benefit their colleagues at other community colleges throughout the country. They cited the following professional benefits of their experience:

1. A greater appreciation for and understanding of the origins of modern culture.
2. The development of a course methodology which could be applied to their own courses and interdisciplinary work.
3. A greater interest in making curriculum changes.
4. A greater awareness of the resources, expertise, and interest of colleagues.
5. A broadening of intellectual perspectives on the humanities in general.

6. An interest in upgrading the quality of library books.

In addition to the summer seminars, "Strengthening Core Through Faculty Development" also supported the appointment of a full-time philosophy instructor. Since the College had not previously maintained such a position, Kirkwood's humanities committee worked with the new faculty member and a visiting consultant to integrate philosophy courses into its total core curriculum. The NEH grant also enabled the College to offer individual faculty members release time to take graduate courses, complete reading projects, and strengthen curricula.

It is clear that both faculty and students at Kirkwood Community College are benefitting from the school's focus on creating and maintaining a rigorous core humanities program. As a result of the work put into its humanities project, communication and cooperation between humanities faculty and administration improved, faculty found renewal in their intellectual lives, and the philosophy faculty position added significant dimension to the curriculum.

Piedmont Virginia Community College
Charlottesville, Virginia

Piedmont Virginia Community College is located in central Virginia just outside Charlottesville. The College offers college-transfer programs, pre-college developmental education, community services, and a variety of occupational/technical programs. From an enrollment of 462 students in 1972, the school's population had grown to 4,139 by 1986. Piedmont enjoys a close relationship with the University of Virginia, which is three miles away. Approximately 60 of the College's students transfer to the University each year. Mary Baldwin College of Stanton, Virginia, conducts an adult-degree program at several locations around the state, including the Piedmont campus. Because of the university-oriented nature of the community surrounding the College, a large proportion of its students are enrolled in college transfer programs. Sixty percent of the degree-seeking students enroll in programs leading to the Associate in Arts or the Associate in Science degree.

In light of its academic orientation, it is logical that Piedmont should focus its attention on defining and stressing the importance of general education for all its students. The College had been studying ways

Mentor Evelyn Edson presents Piedmont Virginia Community College's exemplary humanities program.

to strengthen its humanities program. An NEH planning grant, in 1986–87, enabled the College to review the state of the humanities on its campus, assessing courses offered, degree requirements, library facilities, extracurricular activities, and faculty development programs. The project herein described, "Strengthening General Education Through the Humanities," under the direction of Evelyn Edson, derived from the findings of that study.

To begin with, it was determined that at least three credits in the humanities would be required for the associate degree in all of the College's programs. To help satisfy the requirement, Piedmont designed an interdisciplinary and team-taught core humanities course. The course, taught by three humanities faculty members, is offered each semester. Materials may include a section on ancient Greece,

with required reading of the *Odyssey*, *Oedipus Rex*, selections from Plato, Greek lyric poetry, an examination of Greek vases, *Antigone*, Plautus' *Menaechmi*, Plutarch's *The Parallel Lives*, and the Bible as well as a study of the medieval cathedral and its association with music, drama, and philosophy. The course also covers Shakespeare and examines Raphael's Stanza della Segnatura and Michelangelo's Sistine ceiling as works of art and as philosophical statements. Renaissance music, both secular and religious, and Bach's Saint Matthew Passion are on the program, as are Mozart's "Magic Flute" and symphonies of Beethoven, Stravinsky and Debussy. Readings included Goethe's *Faust*, Conrad, Mann, Virginia Woolf, and the poetry of Eliot and Yeats. The College arranged for E. D. Hirsch, Professor of English, University of Virginia, and author of *Cultural Literacy*, to act as a consultant in assessing the effect of the pilot course "as a deliberately acculturative course at the college level."

Piedmont's core humanities course encompasses art, music, literature, and philosophy. Now, in its third year, it has some 100 students in four sections and is prospering. A humanities teacher recalls comments from students after a field trip to the museum to examine the Greek vase collection: "When I heard that we were going to write on Greek vases, I thought, *never*. But we did, and I did."

Said another, "I fell in love with my vase."

To ensure continued faculty commitment to the humanities, and to encourage intellectual exchange and a deeper sense of community among the faculty, a series of summer seminars was established to run for three consecutive years. The seminars are open to fifteen faculty members at a time and are held in conjunction with the Center for the Liberal Arts, University of Virginia. The first of the intensive three-week seminars was held in 1989. Professor Tibor Wlassics, Department of Italian Languages and Literature, University of Virginia, focused on Dante's *Inferno*. The next seminar, on Plato, was held in 1990 and was conducted by Daniel T. Devereux, Associate Professor of Philosophy, University of Virginia. The 1991 seminar will involve an interdisciplinary study, "What is the Baroque?" conducted by scholars in music, art/architecture, and literature. The seminars have been organized by Harold Kolb, Center for the Liberal Arts, University of Virginia. Established in 1984, the Center has dedicated its efforts to developing partnerships between the Univer-

National Humanities Conference participants discuss presentations of exemplary humanities programs.

sity and local school systems. Piedmont is the first community college to have the opportunity to work with the Center.

The summer seminars were designed to bring the humanities to a wide group of faculty, provide links with the core course, in which both Plato and Dante are read, and offer an opportunity for faculty to meet together to discuss ideas. Participants have an opportunity to be reintroduced to the great works of the humanities and to study them in their cultural and historical context. From a written evaluation of the Dante seminar came the following: "This class has been a pure joy . . . it has been an experience that has changed my life in several ways. The *Divine Comedy* itself is new to me, but now, because of the visions and interpretations of Tibor Wlassics to which I've been exposed, I have a new way of looking at my world. My challenge at Piedmont is to teach science, and what science is, to students who come to me with an impression that it is very dry and sterile. I must show that it is, in the right hands, very creative and beautiful. Tibor has helped me to learn to do this by bridging that gap in the other direction, pointing out how to appreciate great literature, when my background is a scientific one."

Piedmont has developed a number of other activities and programs as part of its "Strengthening General Education Through the Humanities" project. To encourage a humanities perspective in non-humanities classes, faculty development workshops on the humanities core

course as well as the summer seminars are open to all faculty. Furthermore, the school has opened a new permanent position in philosophy/religion. Course enrollments in this area of the humanities have been steadily increasing, and the College is convinced that sufficient student interest can sustain this position.

Another faculty summer program developed as part of Piedmont's humanities project was a workshop combining the study of a major text in the humanities with the study and practice of writing as a means of learning. Twenty faculty from various disciplines read, discussed, and wrote about Thoreau's *Walden*, using it as a model of observation, recording, and reflection. The workshop was conducted by Professor Richard Harrington, of Piedmont's English faculty, who is also co-director of the Central Virginia Writing Project, University of Virginia.

Finally, a humanities advisory committee has been formed to help coordinate efforts in the humanities at the College with the many programs in art, music, and theater in the surrounding community, while NEH funds were used to increase library holdings in the humanities.

Piedmont Virginia Community College aspires to open up the finest Western tradition of education to its students, some of whom are of social and economic groups previously excluded from higher education. Its goal is to make the humanities a central part of the life of every student on its campus. In the process of doing so, it has instituted a faculty development program which has proven to be an outstanding success. Edson reports: "Our faculty development project was somewhat unusual in that it was based on the idea of general education through the great books for faculty from all disciplines. The group represented all divisions of the College including business, health technologies, science, math, psychology, government, as well as English, Spanish, and history, and this in itself was very exciting. The intellectual excitement was intense, and for most of us, the course was a sort of spiritual experience. We bonded together as a group and continue to seek one another out. As for Dante—and this would be true for almost any great book—each of us found that we could meet it in our own way and at our own level. "What would we change? This seems embarrassing, but really I can't think of anything!"

Richland College
Dallas, Texas

Richland College is one of seven campuses in the Dallas Community College District. Present enrollment is more than 12,000 full- and part-time students on a campus in northeast Dallas. The College offers the usual range of programs as well as special programs in Cooperative Education and International Studies.

"College Classics Cluster Project: Integrating the Classics into General Education" is the title of the Richland College NEH-supported humanities project, directed by Nanette Pascal. The project calls for an integrated program in the classical humanities that examines the world of Greco-Roman antiquity through its literature, language, politics, history, philosophy, and art history.

The project's primary aim was to focus on revitalizing and expanding the humanistic tradition by broadening and deepening the scope of existing disciplines in the Associate in Arts and Associate in Science degrees rather than by adding unrelated new courses. At the same time, the program called upon new perspectives in classical research such as the examination of non-Western traditions, social history, and women's studies. With this goal in mind, the College worked toward the fostering of an historical consciousness and a shared common culture, the development of an integrated course of studies, and the strengthening of a curricular balance at the community college level. It also promoted new links between community college faculty and teachers in local secondary schools. Overall, the project afforded community college students from diverse ethnic, academic, social, and economic backgrounds the opportunity to obtain a balanced education combining rigorous content and practical skills as they studied the ancient texts that underlie the intellectual heritage of Western democracy.

The project was organized so that a common theme, "The Individual and the City in the Ancient World," integrated the disciplines of literature, language, politics, history, philosophy, and art history through the study of specific Greek and Roman classics. Further integration was achieved both laterally and sequentially. Thus, for example, during a single semester a Richland student might study the language (Latin), the literature (English 203-The Classical Epic), the history (History 105-The Greeks), and art history (Art History 105-Greek and Roman Art) of antiquity. A student might also move from

Humanities 101, a course focusing on the interrelations of classical art, mythology, and philosophy, to Ancient Philosophy 207, the study of Greek and Roman intellectual thought. Another student option might be to move from Latin 101 to Latin 102 or from English 102-Mythology and Writing, a composition course which uses the medium of classical mythology, to the study of the classical epic in English 203.

An additional illustration of how the project works can be seen by examining an introductory American government course now offered at Richland by faculty member Helen Molanphy. Dissatisfied with the materials available, Molanphy developed her own class manual integrating classical literature and culture with information on the American system of government. Students are required to read parts of Plato's *Republic* as well as *Antigone* and *Iphigenia.* in addition, they study the Greek ideal of civic virtue, the classical foundation of the American republic, and classical influence on American art and architecture. Each student is responsible for a final paper connecting a contemporary issue with ancient Greece or Rome. Molanphy has posed such questions as "What did Greek tragedies have to say about war?" and "What were Plato's and Aristotle's ideas about extremes of wealth and poverty?" From the course, says Molanphy, "The students learn, perhaps to their surprise, that there is nothing new under the sun."

The project also provided for in-service opportunities for Richland faculty through a series of intensive, four-week summer seminars held in 1987 and 1988 on the Richland campus. The 1987 summer seminar was entitled "The Individual and the City in the Ancient World." The first week of the seminar focused on the Homeric epic. Classes were led by Professor Karl Galinsky, Chair, Department of Classics, University of Texas. Readings included the *Iliad* and the *Odyssey* as well as more modern adaptations of the Ulysses theme in Dante and Tennyson. Week II concentrated on "The Greeks: Cultural, Intellectual, and Political Perspectives," with lectures by Professor Jennifer Roberts, Department of History, Southern Methodist University. Professor Deborah Scott, School of Arts and Humanities, University of Texas, lectured on "Reflections of the City and the Individual in Greek Art" during the third week, with readings from Pollitt's *Art and Experience* and *Art in the Hellenistic Age* as well as a discussion focusing on the interpretation of classical materials into

courses taught by the seminar's participants. The final week of the seminar was devoted to Greek tragedy. Required readings included a number of plays (*Antigone, Oedipus Rex, The Eumenides, Agamemnon, Iphigenia in Taurus*) and critical essays. As usual, time was set aside for discussions of the ways in which participants might integrate the materials into their own courses. Lectures were presented by Professor Charles Chiasson, Department of Classical and Modern Languages, University of Texas.

In Summer, 1988, the classics seminars were devoted to ancient Rome. The same four scholars from the University of Texas acted as consultants as participants read and discussed Virgil, Ovid, Plautus, Terrence, Horace, Juvenal, and Petronius. In addition, they covered Etruscan art and architecture, Roman painting, the origin, meaning, and functions of satire, and other cultural, intellectual, and political perspectives on the period.

Meanwhile, in Spring and Fall, 1987, as part of the Richland "College Classics Cluster Project," a lecture series, "Human Perspectives: From Ancient to Modern," was presented on the campus. Again, scholars from local universities and learning institutions brought their expertise to bear on ways to bridge the gap between classical issues and contemporary concerns as they covered such topics as "Dimensions of the Hero: Past and Present" and "Greek Athletics: Old and New Viewpoints," an examination of the significance of some ancient but remarkably modern criticisms of athletics. The lectures were well attended not only by Richland faculty members and students, but by teachers from area schools and members of the community at large.

The faculty and administration of Richland College are delighted with the success of this humanities project focused on the classics. A number of important benefits have accrued from the project, among them the following:

1. The interconnections established between disciplines have encouraged the development of breadth as well as depth. Furthermore, these interconnections have enabled faculty to feel renewed by the interdisciplinary exchange and by the team teaching and team planning approaches required for the success of the project.
2. The program has given students a historical basis as well as an intercultural perspective for understanding our own and other

traditions. It has demonstrated that past traditions influence the present and that there are ancient foundations or prototypes of some of our modern dilemmas.

3. The program strengthens the College's academic transfer curriculum by better preparing students for eventual transfer to four-year institutions.
4. The lecture series, especially, promoted new links between teachers at Richland and local secondary schools as well as with scholars and students at nearby four-year colleges and universities.

In conclusion, Nanette Pascal offers the reminder that a particular asset of the program is its applicability to a variety of academic settings. No new courses have been created and no new faculty hired. Instead, some professors agreed to expand the courses they were already teaching to include the classics. This approach, according to Pascal, "is the glue that holds together the courses . . . The concept behind the 'Classics Cluster' is not to wait for the students to come to us, but to go where they are. All the students have to take these courses, no matter what their majors may be."

Tacoma Community College
Tacoma, Washington

Tacoma Community College is a comprehensive two-year public institution serving the educational needs of more than 200,000 residents of Tacoma, Washington. The campus has about 6,000 students per academic quarter. The College is the only public institution of higher learning in Tacoma. The city is undergoing considerable cultural and economic revitalization: new technologically sophisticated manufacturing is taking the place of an originally blue-collar industry employment base. In addition, the port has become a major center for Far Eastern/Pacific Rim trade. Since the founding of the College in 1965, the student population has changed considerably through an influx of adult, immigrant, minority, and foreign students. About 70% of the students are enrolled in academic programs and many are traditional college transfer students.

The faculty and administration of the College saw the need for new and revised courses which would provide for students an engagement with the humanities characterized by breadth, depth, and rigor. In

response to the need, and with NEH support, the College developed its "Renewing the Humanities" project with the leadership of Gael Tower, Division Chair, Humanities. The two-year project led to a revision and strengthening of the College's humanities curriculum, developing courses and degree requirements which resulted in a more coherent and rigorous program for the students.

Three new courses have emerged from a review and redesign of Tacoma's humanities curriculum: "Introduction to the Humanities", "Clear Thought and Expression", and the "Cities" courses. In addition, the College has developed a method of linking its courses in groups of two. Doing so has resulted in further integration of the disciplines and themes of the two courses, making them more coherent to the students.

The linking of "Introduction to the Humanities" with "Introductory English" provides students with the opportunity to deal more fully with the concept of human expression as they attempt to communicate what it means to be human. They study visual, performing, environmental, and literary art forms as products of Western cultural tradition. The linked courses are divided into a series of units. The first unit, "Introduction to the Humanities: Values," covers Aesop's and LaFontaine's *Fables* as well as James Thurber's *Fables for Our Time*. Succeeding units include mythology, the Greeks and Romans, the Middle Ages, the Renaissance, the baroque period, the age of industry, and the 20th century. Required readings include Shakespeare's *Hamlet*, Horace, Sophocles, excerpts from Chaucer and Dante, Machiavelli, Michelangelo's sonnets, the poetry of Donne, Byron, Shelley, Keats, Auden, essays of Montaigne, selections of Langston Hughes, Faulkner, and Chaim Potok's *My Name is Asher Lev*. In addition, students are required to analyze paintings and symphonies.

The introductory course has become a strong part of Tacoma's humanities curriculum. Often students enroll in the course with little or no prior exposure to the arts and culture of Western society. The course provides them with their first opportunities to experience art, music, ballet, and opera by actually attending performances and exhibits.

The "Cities" courses explore the history, philosophy, religious beliefs, literature, theater, music, visual arts, and architecture of a specific city in depth. This allows students to gain a broad understanding of the culture represented and its most significant influences on

our civilization. These courses lead students to recognize important connections among ideas, events, and major disciplines, promoting integration and synthesis of the knowledge gained from previous humanities coursework. Victorian London was the focus of Fall, 1989, Imperial Rome was covered during Winter, 1990, and Renaissance Florence in Spring, 1990.

As an example of the kinds of materials covered by a "Cities" course, the Renaissance Florence syllabus requires that students read Gene Brucker's *Renaissance Reader*, the Penguin *Portable Renaissance Reader*, Machiavelli's *The Prince*, and *The Art of the Renaissance* by Murray, Thames, and Hudson. Supplementary texts include Vasari's *Lives of the Artists*, Cellini's *Autobiography*, and Plumb's *Renaissance Italy*. Topics for oral reports and papers include the Pazzi conspiracy, the role of women, Florentine classical scholars, Savonarola, Renaissance science, and the monastic life, among others.

The three new courses have now been a part of the Tacoma curriculum for four years, and each has been successful in ensuring for Tacoma's students a rigorous and coherent academic program and an awareness of the crucial role of the humanities in every aspect of their professional and personal lives. The College is confident that with continued exposure to the great ideas of the Western world, more and more students will respond as one did, upon completion of a particularly rigorous humanities course: "We thought about things that I thought I could never think about."

Utah Valley Community College
Orem, Utah

Utah Valley Community College (UVCC) is a two-year college located in Utah County, the second most populous county in the state and one of the fastest growing areas in the nation. Since 1977, the Humanities Department at UVCC has experienced a 422% enrollment growth; the Division of General Studies, to which the Humanities Department belongs, has increased from 739 students in 1980 to 3,800 in 1989. The humanities make up one-third of the Division of General Studies. Overall enrollment at the College has increased from 2,000 in 1977 to over 7,500 in 1989, with a projected cap at about 15,000. Approximately one-half of the students are enrolled in Associate in Arts, Associate in Science, or transfer degree programs.

At the present time, 92% of the student body comes from Utah and 78% from Utah County. In general, students come from communities with populations ranging from 500 to 80,000. Relatively small populations and a homogeneous culture have limited student exposure to opportunities in the humanities. Consequently, the College feels the need to provide its students with a broader insight into the world, past and present.

UVCC is the fastest growing institution of higher learning in Utah, and growing pains are evident in every aspect of the College's activities. The faculty and administration of the Division of General Studies, and in particular the humanities faculty, have been focusing their attention on developing and maintaining an academic program that meets the needs of its burgeoning student population by offering a solid base in the humanities.

Under the direction of Elaine Englehardt, the College developed its "Fostering Coherence Through the Humanities" program. The program includes the development of a five-credit-hour humanities core course and a surrounding humanities program consisting of quarterly visits to the College by a nationally known humanities scholar who meets formally and informally with both students and faculty. In addition, a scholar in residence meets for two weeks each summer with humanities faculty. The library's holdings in the humanities have been increased, and the community is invited to participate in lectures and library use.

The humanities core course, required for the Associate in Arts and Associate in Science degrees, is an interdisciplinary ethics and values course in which students explore the disciplines of history, religion, literature, and philosophy through the vehicle of ethics. Students study the foundations of our ethical systems and apply them to a discussion of such contemporary issues as abortion, euthanasia, business practices, capital punishment, nuclear arms, and sexual relations.

Required texts for the course are *Ethics* by Robert Solomon, *Applying Ethics* by Olen and Barry, the Bible, "The Death of Ivan Ilyich" by Tolstoy, and *Children of Hiroshima* by Yass. Students read selections from the philosophy of Aristotle, Hobbes, Kant, and Mill. They interpret ethics through literature by Stevenson, Conrad, and Dostoyevsky. History is examined through the Constitution, the Declaration of Independence, and *The Federalist Papers*. In addition to the Bible, religion is examined through the Koran and the works of Aquinas.

Thus, the course engages the student in serious reflection of values and ethics inherent in important issues of the past and present and how these relate to the student's life.

The following scholars have been invited to the College to participate in the quarterly lecture series: Jackson Newell, Dean, Liberal Education, University of Utah, who spoke on "Ethics and the Concept of Learning;" Sherman Christensen, District Court Judge, "The Concept of Justice in Ethics;" John Lyman, International Physicist, Los Alamos National Laboratory, "Scientific Ethics" and "The Ethics of Nuclear Arms;" Don Schmeltekopf, Provost, Mars Hill College, North Carolina, "The Educated Person;" Karen Shepherd, Editor, *Network* magazine, "Affirmative Action and Feminist Philosophy;" Thelma Altschuler and Richard Janero, Professors of Humanities, Miami-Dade Community College, authors of *The Art of Being Human*, "Teaching Ethics with Interdisciplinary Humanities;" Karen Lawrence, Chair, Literature Department, University of Utah, "Literature's Place in Ethics;" and Robert Wallace, Professor of Interdisciplinary Studies, Eastern Kentucky University, "Whales, Turner, and Melville" and "Teaching Interdisciplinary Humanities."

Faculty development has been a major part of Utah Valley's humanities project through a series of intensive two-week summer courses on ethics. Utah State University has awarded four hours of graduate level quarter credit for completion of the seminar. In Summer, 1987, Phyllis Woloshin, Professor of Philosophy, Oakton Community College, Chicago, conducted a seminar on the fundamentals of ethics and some practical ethics. The Summer, 1988, seminar was led by Terry Perlin, Professor of Interdisciplinary Studies, Miami University, Ohio, who focused on the history of thought, philosophical concepts, and several practical ethics discussions on medical and legal ethics. And in Summer, 1989, John Woodcock, Professor of Literature, Indiana University, examined the ethical implications of a number of novels and short stories.

Perhaps the effects of Utah Valley Community College's "Fostering Coherence Through the Humanities" project can best be measured by the response of students of this commuter institution when told by their "Ethics and Values" teacher that they would be required to meet weekly off-campus in addition to their regular class meetings, at a place of their own choosing, and without benefit of an instructor. At first, students complained that the request was unfair and offered

excuses related to travelling distance and work responsibilities. But their teacher insisted, and early in the semester each student found a way to appear at the out-of-class meetings. In fact, it was suggested by some that once a week was insufficient to cover all the issues.

Humanities faculty and students have benefitted enormously from the humanities project. When asked how she might change the program now that it has been in effect for some time, Elaine Englehardt responded, "Honestly, not at all. It has gone smoothly. It has been a tremendous boon to the school, faculty, students, administration, and community."

She added, "Faculty unity is very important. We discussed this program for two years before we implemented it. It was important to share the development of this new program with others, and it was invaluable to bring in their new ideas, explanations, theories. We have grown with the help of all our scholars."

In fact, UVCC faculty and administration have been so stimulated by their humanities project and by the opportunities it has afforded to meet with colleagues from other institutions that they organized a two-day "Western States Humanities Conference" in October, 1989, at the College. Participants had the opportunity to hear an address by Judith Jeffrey Howard, NEH Program Officer, as well as to share with one another information about progress of the humanities in general and specific humanities programs on community college and university campuses throughout the area.

Part V

IMPROVING THE STUDY OF THE HUMANITIES . . . PROGRESS TO DATE AT *ADVANCING THE HUMANITIES* COLLEGES

TWENTY-FOUR COMMUNITY, TECHNICAL, AND JUNIOR COLLEGES across the country selected to participate in AACJC's *Advancing the Humanities* project have been working over the past year to improve the study of the humanities on their campuses. The following highlight reports suggest the diversity of the challenges faced by each college's *Advancing the Humanities* team as well as the scope and creativity of the solutions they are finding as they work with experienced humanities mentors and the AACJC staff to advance the humanities.

Alamance Community College
Haw River, North Carolina

Begun thirty years ago as an industrial training center affiliated with the public school system, Alamance Community College evolved into a technical institute, then a technical college, and is now a comprehensive technical college. In 1988, in response to community and student requests for a more well-rounded educational experience, and with assistance from AACJC's *Advancing the Humanities* project, Ala-

mance developed a general education transfer program in conjunction with the University of North Carolina at Greensboro. Thus far, the number of students signing up for the program has been considerably larger than expected, evidence of the vital role that the humanities can play on a traditionally technical campus.

As further proof of its commitment to the humanities, the College has established four all-school committees: ethics, cultural events, library, and budget/faculty enrichment. A pilot interdisciplinary course, entitled "Ethics and Values," is in preparation for Fall, 1990, and library holdings are being increased. Eventually, more than twenty faculty members will receive training to teach the course, which will be required for all students. Meanwhile, the cultural events committee is planning activities to complement the pilot ethics course, the library committee is preparing a list of books vital to the general education program, and the budget/faculty committee is exploring practical means of making planning time available to committee members. Noteworthy is the fact that faculty from the entire school rather than only humanities faculty serve on the committees.

Said mentor Elaine Englehardt after her on-site visit to the Alamance campus: "I have never seen a more hard-working dedicated group of faculty as those I have found at Alamance . . . I am pleased with the progress that is being made."

Participants in the project have noted that while weighing the value of a schoolwide ethics course, faculty and administrators actually probed the mission of the College. A team member observed, "If our project were to end today, we have already gained invaluable experience." It is clear that the Alamance *Advancing the Humanities* project has helped bring the academic community together and has demonstrated that humanities and technologies can coexist to the benefit of both students and faculty.

Amarillo College
Amarillo, Texas

Having begun as a two-year liberal arts institution to prepare students for transfer to the state's four-year colleges, Amarillo College has long had a tradition of humanities offerings. Nevertheless, it continues to focus on ways to improve its current humanities program.

Through participation in the *Advancing the Humanities* project, the College is further strengthening its humanities component and

reaching a constituency which tends to be spread out in lightly populated sections of the state by televising humanities courses to fifteen counties in the Texas panhandle. A new course entitled "Western Civilization" included 15 hours of programming and eight two-hour class meetings, five of them on campus and three at other locations. In addition, a 36-member faculty committee meets regularly to review texts and films for a second television course entitled "Western Thought and Civilization." The committee draws its members from such diverse disciplines as art history, biology, business, English, health sciences, history, and mathematics. During the 1989–90 academic year, the school offered two new interdisciplinary courses, "Art and Music of the Western World" and "Mythology."

In an effort to respond to growing public interest in the humanities, Amarillo College presented a four-session speaker's forum on "The Creative Mind." Each of the sessions drew an audience of at least 900 from the surrounding community. A member of the College's *Advancing the Humanities* team taught a one-credit-hour night class on the same topics as the sessions.

In the summary report of her visit to Amarillo, mentor Agnes Pollock noted the commitment and enthusiasm of all those with whom she had met at the College: "The organizational skills, tact, and energy of the project director and other members of the team are contributing to the success of the endeavor. The administration supports their involvement in the AACJC project and is proud of Amarillo College's accomplishments in the area of the humanities . . . the team members are off to a strong start to fulfilling their goals."

Anoka-Ramsey Community College
Coon Rapids, Minnesota

Anoka-Ramsey Community College enjoys a twenty-five-year history of Western culture humanities courses and a faculty committed to interdisciplinary humanities studies. With the assistance of its *Advancing the Humanities* mentor, Gael Tower, the College team focused its efforts on revitalizing its humanities offerings by involving both humanities and non-humanities faculty in the project.

As the first step in the College's humanities action plan, a working committee was established to assess the degree to which various disciplines on the campus incorporated the humanities in their syllabi

and to define core humanities texts of enduring value in their fields. To further engage all members of the Anoka-Ramsey academic community in the project, *Advancing the Humanities* team members enlisted the aid of students. As a result, the College saw the formation of the Anoka-Ramsey Club for the Humanities, a student-run organization which is making plans to sponsor its own extracurricular humanities activities.

Finally, Anoka-Ramsey has developed a new interdisciplinary humanities course with an international orientation. A series of public lectures is planned to reinforce campus-wide awareness of the continuing and vital role of the humanities in the education of students.

Butte College
Oroville, California

Butte College has offered a number of humanities courses to its students as electives, but traditionally there has not been a clearly identifiable organized humanities program on the campus. Through the efforts of its *Advancing the Humanities* team and with the support of its mentors, Karen Bojar and Grace Flisser, Butte has now taken major steps in adopting the recommendations of the 1986 AACJC Humanities Policy Statement.

Team members conducted a faculty-wide survey which resulted in an enthusiastic endorsement of the AACJC Humanities Policy Statement. Consequently, faculty voted by a three-to-one margin to raise the number of hours required in the humanities for the Associate in Applied Science, Associate in Science, and Associate in Arts degrees.

A newly formed campus-wide humanities council has as its goal the creation of a series of core humanities courses to further develop a coherent approach to the study of the humanities and to ensure that its students no longer are graduated from the College without a common humanities background. A planned full-day faculty seminar in cultural literacy will further underline the seriousness of Butte's commitment to the strengthening of its humanities offerings.

Advancing the Humanities project activities and the AACJC Humanities Policy Statement have had a wide-ranging impact on humanities instruction at Butte. Roger Ekins, Dean of Instruction, reports: "Clearly, the AACJC Humanities Policy Statement has given authority to our aspirations and we believe the survey has set the stage for

proceeding with our longer-range goal of completely revamping our curriculum." Almost all faculty have been involved in some aspect of the project from its inception, including meetings with mentors, serving on the humanities council, or helping to develop an NEH planning grant. Furthermore, 72% of the faculty completed the initial survey, and several non-humanities faculty now serve on the humanities council.

An enthusiastic *Advancing the Humanities* project leader reported: "The project provided us with the impetus to move forward with energy and enthusiasm as we totally rethink our humanities curriculum. Without this catalyst, it is doubtful we would have found the time and energy to actually move on something we've been thinking and talking about for some time now."

Casper College
Casper, Wyoming

Humanities courses in various disciplines have been available at Casper College for some time. Nevertheless, the College did not have a coordinated or integrated program in the humanities. The *Advancing the Humanities* project gave Casper College the opportunity to design and implement a humanities program integrating literature, philosophy, history, and art.

"We've kept to our timeline and expect to begin a new integrated humanities program for 50 selected students in Fall, 1990," reports a team member. The program consists of four professors and their students reading the great books of Western civilization. The four-semester sequence is designed specifically for freshmen and sophomores and covers Ancient Greek and Roman authors, medieval civilization, the Renaissance, the Enlightenment, and finally, the modern world.

Project leaders are convinced that the integrated humanities program will demonstrate to their students the interrelatedness of great works, ideas, and minds. Such a program will make the college experience more meaningful and answer the student charge of "irrelevancy" by providing students with the opportunity to study our traditional roots and the perennial questions of human existence.

Ably assisted by mentor Rhonda Kekke, the humanities team was given the full support of the Casper College administration as well as

considerable autonomy, reducing the number of bureaucratic difficulties that would have normally accompanied setting up a new academic program. The team set a rigorous schedule for the project and kept to it. A brochure for the integrated humanities program has been prepared, and the team is hopeful that within one to two years they will be able to add theater and music to the program.

In the material prepared for prospective students, the program's designers stress the vital importance of studying the humanities: "Although the integrated humanities program is demanding, this is not an honors program. We want all kinds of students—superior, average, articulate, reserved, science-oriented, and literature-oriented. This is a program designed not only for future English or history majors. Many students enrolled plan to major in a science or to enter education, business, medical, or law school. We hope to provide a superior background for any future education."

Centralia College
Centralia, Washington

Traditionally, the humanities program at Centralia College has been strong in history, literature, art history, and music history. Yet, general education distribution requirements have been broad, so that students have taken a variety of courses without acquiring a sense of coherence in the humanities or being exposed to core seminal works in the humanities. In addition, the humanities program has been geared to the study of Western culture, despite a growing number of students who are culturally diverse, many of whom identify themselves with the Pacific Rim.

Centralia's *Advancing the Humanities* project consisted of the creation of a new course entitled "Ethics and Human Values." The course entails the study of primary documents from the works of great thinkers and writers representing the values systems of both Western culture and the Orient. Students will thus come to understand the ethical system which has developed in the non-Western world of the Pacific Rim by means of a direct contrast with that of the West. A pilot course has already been taught.

Advancing the Humanities team members hope to make the course required of all Associate in Arts degree candidates at Centralia College by Fall, 1990. They have sought outside funding to train faculty

needed for teaching the course. The project has garnered faculty- and administration-wide support. Centralia College's President endorsed the pilot course by promoting it before the Board of Trustees, at community meetings, and in a monthly newsletter. The Dean of Instruction approved the released time necessary to pilot the course, for which 14 students enrolled. After her on-site visit to Centralia, mentor Elaine Englehardt reported enthusiastically, "They have a dedicated humanities faculty who are working to implement a new core course in the humanities based on standards of national academic rigor."

Des Moines Area Community College
Ankeny, Iowa

To meet the needs of a burgeoning student population, over the past several years Des Moines Area Community College has increased the number of its humanities sections and has hired additional part-time faculty to teach the courses. However, as these courses proliferated, it became increasingly evident that humanities offerings should be examined to ensure that they were continuing to meet the needs of students. It was necessary to coordinate the humanities program with the content, philosophy, and overall mission of the College, and to integrate the humanities core courses into the vocational/technical programs. Furthermore, the College needed to integrate its increased international education activities into the humanities program.

Des Moines' *Advancing the Humanities* project team, with the guidance of its mentor, Lorain Stowe, implemented an action plan by meeting individually and in groups with most affected faculty and administrators to reorganize duties in the Communities/Humanities department.

To begin, the team organized an all-faculty retreat to develop a model for the humanities program. They also consulted with faculty from vocational, technical, and career education areas to devise ways the humanities core could be integrated in their respective programs. Students were consulted and encouraged to organize an International Club and a Humanities Club. Through fundraising activities and financial support from student activities fees, plans were made for humanities-related speakers, performances, and field trips to major cultural events in other cities. Des Moines' President wholeheartedly sup-

ported the College's involvement in the *Advancing the Humanities* project and provided travel expenses to participating faculty and administrators.

It is clear that the *Advancing the Humanities* project has acted as a unifying force on the Des Moines campus. Enthusiastic team members report: "The study of the humanities at our College is now a matter of serious concern in many departments, not just one. The *Advancing the Humanities* project has acted as a catalyst for rethinking, reassessing, and reorganizing our humanities offerings across disciplines and areas. In short, there is renewed excitement about just what can be done to integrate the humanities into all programs at the College."

Gadsden State Community College
Gadsden, Alabama

Four years ago, Gadsden State Community College underwent the merger of a junior college, a technical institute, and a technical college. The Alabama Department of Education mandated that all its terminal programs (technical, nursing, health-related, and court reporting) include one humanities course. Although the College already offered a number of humanities courses, faculty and administration sought to devise a way to make the humanities more relevant to technical students and to break down the barriers between the technical and academic disciplines.

Gadsden's *Advancing the Humanities* team, with the assistance of its mentor, Gael Tower, redesigned two existing humanities courses to be more responsive to technical programs. The mentor provided insights into the skills of team teaching and shared his expertise in pulling technical and academic faculty together to design new humanities courses with a technical orientation. A new humanities course, entitled "Culture and Ethics," has been developed to meet the special needs of health professionals. Students who enrolled in the revised or new courses were made aware of the *Advancing the Humanities* project and were encouraged to evaluate the courses.

Gadsden State College faculty and administration involved in the *Advancing the Humanities* project are committed to continuing to improve humanities education. A standing committee consisting of *Advancing the Humanities* team members and other humanities course instructors will assure that the courses expose students to

the great books of Western civilization while relating the ideas within these works to the workplace. The courses will be evaluated each quarter by students. As a result of Gadsden's participation in the project, team members are convinced that they have been better able to focus on both problems and solutions. The *Advancing the Humanities* project established a dialogue and fostered cooperation between the technical and academic disciplines which led to the establishment of a curriculum responsive to technical needs while maintaining academic integrity.

Germanna Community College
Locust Grove, Virginia

Until recently, the humanities program at Germanna Community College consisted of separate courses in literature, music appreciation, art appreciation, and a two-semester humanities survey. There was no formal attempt to coordinate course content. For the most part, students electing to take these courses were in transfer programs, while business, technology, and health services students tended to avoid them. Thus, faculty and administration felt the need to develop a core humanities course which would attract both non-academic and academic students as well as reflect the realities of an ethnic shift in student population.

As a result of its participation in the *Advancing the Humanities* project, Germanna was able to implement an interdisciplinary team taught humanities course with special focus on the literature, art, music, and philosophy of Latin America. Because of the social and economic circumstances of the College's geographic area, the course, first offered in Fall, 1989, has attracted a large number of business and technology students. It has successfully bridged the gap between the humanities and the occupational programs.

The course includes four units: (1) the land and the people: an overview of the natural resource base and early historical background of Latin America; (2) world view: an examination of the cultural influences of religion, mythology, legend, folklore, and history of the arts; (3) revolution: political and sociological changes from the end of the colonial empire to the present; and (4) student presentations on individual research. Germanna's project team was especially fortunate in that mentor Nanette Pascal of Richland College is a Cuban-

American with a doctoral degree in Spanish and Spanish-American literature. She was able to provide the team with an overview of contemporary Latin American scholarship in the appropriate areas. The team expanded the annotated bibliography provided by Dr. Pascal and have purchased a small collection of Latin American literature for the College library. In addition, the Division of Humanities purchased a new set of slides on Pre-Columbian art.

The designers of the new humanities course are confident that this interdisciplinary study of Latin American culture and civilization will equip students to be more aware of diverse cultural backgrounds in their own community. It will add an important and relevant humanistic dimension to the general education requirements of those students working toward an Associate in Applied Science degree. Finally, it responds directly to AACJC's call for strengthening the study of the humanities.

Greenville Technical College
Greenville, South Carolina

Recently, the Southern Association of Colleges and Schools instituted the inclusion of a required humanities course for all associate degree programs. Through its participation in the *Advancing the Humanities* project, Greenville Technical College was able to address the issue of offering humanities courses to its non-academic degree students without duplicating already existing courses. More importantly, the College had the opportunity to come to grips with the challenge of establishing a rationale for requiring humanities courses for technical students.

Project team members organized a half-day conference on campus entitled "New Directions for the Humanities in the Technical College Curriculum." Participants addressed such issues as what constitutes the humanities, what students in the technical curricula need to gain from a humanities course, what kind of humanities course will meet the needs of the various technical curricula, and what outcome should be expected of students in the proposed course. Mentor Elaine Englehardt, a speaker at the conference, reported: "The conference was an outstanding success. It promoted healthy dialogue between vocational, technical, and humanities faculty. The variety of personalities invited to attend created an energy which was focused on quality

humanities education . . . I believe the magic of the conference happened when six vocational and trade advisory board members explained the importance of the humanities in a college education . . . These employers gave personal testimony of the need for humanities offerings in a curriculum."

Ultimately, faculty and administrators at Greenville decided to restructure its already existing humanities course, "Technology and Culture." Meetings and discussions have been held with all faculty who have taught the course with the goal of establishing a common syllabus and course objectives which reflect the College's commitment to a rigorous, multi-faceted required humanities experience for all its students.

Hostos Community College
Bronx, New York

Eugenio Maria de Hostos Community College serves a low-income, predominantly Spanish-speaking student population ranging from recent high school graduates to adults who have been away from school for several years. Through its participation in the *Advancing the Humanities* project, the College is focusing on the need to prepare its health-professions students to deal with New York City's health-care crisis not only with the requisite technical skills but also with a greater understanding of the human condition.

To do so, the Hostos team has implemented six sections of "Introduction to Humanities" and two sections of "Reasoning and Thinking" based on classical Aristotelian logic. Team members teach four of the sections in addition to sharing materials with other teachers and discussing with them approaches for integrating texts of enduring value. For the first time, the summer pre-freshman program offered students a workshop experience in developing logical reasoning skills through the study of texts by Maupassant, Orwell, and Voltaire, among others. Of the four sections offered, two were taught by team members.

In January, 1990, through the office of the Associate Dean for Liberal Arts, a luncheon discussion series focused on various humanities topics was conducted by college faculty. Participants in the discussion series have been asked to submit an article for publication to *Community Review*. Mentors Karen Bojar and Grace Flisser helped

the team make considerable progress in developing a plan to build institutional support for their efforts. In addition, the Hostos team found their visit to Bojar and Flisser's campus, Community College of Philadelphia, an outstanding opportunity to meet with humanities faculty and administrators who shared many of their concerns.

A spokesperson for the Hostos *Advancing the Humanities* team summarizes the experience: "The project allowed us to clarify our ideas on a humanities curriculum, explore new ways to integrate this curriculum into the College's experience, and establish contacts with faculty in other departments and colleges that are faced with similar curricular decisions."

Kalamazoo Valley Community College
Kalamazoo, Michigan

Faculty and administration at Kalamazoo Valley Community College agree that while the humanities program at the College has traditionally been strong, it has lacked a sense of connectedness to the sciences and technology. Kalamazoo's participation in the *Advancing the Humanities* project enabled the College to focus on ways to link the sciences, technology, and human values through the underlying concept of "connections."

Under the guidance of mentor Evelyn Edson, a four-week faculty seminar was designed for May, 1990. Visiting scholars from across

Humanities faculty from Kalamazoo Valley Community College discuss their humanities action plan.

the country, known for their ability to "make connections," were identified and invited. In addition, the team planned the first of a series of eight-week summer seminars for faculty focusing on science, technology, and the humanities from a variety of perspectives. Plans for future summer seminars include perspectives on world religions, gender, and political science. "The Humanities and Work" will be the topic of a second program, with a third program addressing the political dimensions of biotechnology and the Greek classics. A key outcome of the faculty seminar activities will be the creation of a core course connecting science, technology, and the humanities.

Kalamazoo's *Advancing the Humanities* team has this to say about its accomplishments and projected activities: "We are happy with our start, but we want to build from there. We feel the need to extend our sense of the humanities, to witness the integration of the humanities with the sciences and technology. Undoubtedly, human values will be influenced." The team is seeking outside funding with the full support of Kalamazoo's President and other college administrators.

Lorain County Community College
Elyria, Ohio

Lorain County Community College has long demonstrated its commitment to the humanities through a broad range of course offerings in such areas as mythology, philosophy, literature, and the arts. In addition, the College has recently introduced an honors program. Nevertheless, the feeling prevailed that the College had not yet fully integrated humanities instruction into its total curriculum. The general education component of the associate degree programs was unfocused, while the humanities content within vocational/technical programs was inadequate to convey an acceptable appreciation of Western civilization and culture. Through its participation in the *Advancing the Humanities* project, Lorain was able to strengthen its general education component and increase faculty participation in the new honors program.

With the help of mentor Agnes Pollock, Lorain's team has made excellent progress on its action plan. In support of the general education core requirement, the team disseminated materials from the *Advancing the Humanities* exemplary programs to Lorain's general education task force members. It also attended Commission on Higher

Mentor Agnes Pollock meets with humanities faculty from Lorain County Community College.

Education sessions at the North Central Association Conference, and proposed a committee on humanities/technological integration to Lorain's President.

Lorain's *Advancing the Humanities* team was particularly fortunate in that its mentor, Agnes Pollock, directs an honors program at Jefferson State Community College. Thus team members were able to acquire information and materials on her exemplary program as well as others on college campuses throughout the country. The team also recruited faculty for the program, made specific recommendations for the program's next year, and convened a summer faculty planning workshop based on the television series "Socrates to Sartre."

Demonstrating its support for strengthening the humanities at the College, Lorain County Community College's administration instituted an academic challenge grant for independent summer research and reading. The first grant was awarded to *Advancing the Humanities* team member Charles Buckalew, a member of the philosophy department.

Mid Michigan Community College
Harrison, Michigan

Mid Michigan Community College submitted its proposal for an *Advancing the Humanities* project as a member of a Global Awareness

Consortium consisting of seven small, rural, northern Michigan community colleges. The group's goal was to develop a two-semester core humanities course entitled "World Civilization" at Mid Michigan to be shared with the other colleges in terms of resources, guest speakers, and faculty lecturers. Under the astute guidance of mentor Evelyn Edson, Mid Michigan's team soon realized that their plan as formulated was somewhat unrealistic: "We were fortunate to have Evelyn Edson of Piedmont Virginia Community College as our mentor. She was able to provide us with the realism gained from her own experiences, a wide-ranging knowledge of the humanities, and an uncanny way of asking the right questions to spur and guide us. With her help, we decided to focus on our own College's humanities program first."

Immediately following AACJC's National Humanities Conference, the team held discussions of the goals, place, and structure of the humanities program at Mid Michigan. These important issues had not been examined by humanities faculty as a group for over a decade. The result of the discussions was the formulation of a new statement of humanities goals for general education at Mid Michigan committing the College to develop a new interdisciplinary core course in the humanities for every associate degree program within one year.

The plans developed by the team for the "World Civilization" sequence are moving forward, as well. The consortium was successful in obtaining a Michigan State University (MSU)/Kellogg Foundation grant to facilitate cooperation for internationalizing curricula and programs at ten rural Michigan community colleges, including faculty in-service, visits to MSU, a summer institute at MSU, and visits to local campuses by international studies scholars and foreign guests.

Mid Michigan's *Advancing the Humanities* team believes that as a result of participation in the project much has been accomplished. There has been some change in course content, a commitment to offer an American literature sequence and a non-Western humanities course regularly, and the institution of a speaker series. Most of all, the faculty has been renewed by an awareness of the importance of the study of the humanities and the excitement generated by such an engagement.

Morrisville College (SUNY)
Morrisville, New York

Morrisville College faculty and administrators felt the need to improve and expand humanities offerings both as electives for the

entire student population and as the foundation for a rigorous and viable humanities program for majors. In addition, the ethnic composition of the student population within the state of New York is changing rapidly and the College is eager to initiate courses that address the needs of that entire population. Participation in the *Advancing the Humanities* project has enabled the College to work on the development of a multi-cultural approach to the study of the humanities. In addition, Morrisville has conducted a cultural diversity lecture series.

Advancing the Humanities team members planned modifications to the existing program of humanities courses. In order to add a multi-ethnic emphasis they plan to provide teachers with stipends for independent research, attendance at institutes, and tuition for courses. They also plan to conduct faculty development workshops, awareness training sessions, and content sessions to develop multi-ethnic approaches. Mentors Karen Bojar and Grace Flisser offered assistance with the organization of the plan.

Particularly noteworthy was a lecture series held in May, 1989, entitled "Cultural Diversity: The Non-European Tradition." A series of four presentations covered Black pride and nationalism, the Japanese tea ceremony, African American religion, and a reflection on Native American culture. The programs were well attended. Although many more students applied, ten were chosen to take a one-credit-hour special project in conjunction with the program. The lecture program was funded by the College and free and open to the community. Eight more lectures are being held, four each semester, and the one-credit-hour special course will be expanded to twenty students per semester.

Morrisville has experienced a dramatic increase in the number of humanities majors in the past few years. The College is accepting the challenge of expanding the range of intellectual opportunities for humanities and non-humanities students alike by designing a series of humanities courses that will enable students to understand and function better within their own environment.

North Idaho College
Coeur d'Alene, Idaho

In its *Advancing the Humanities* project proposal, North Idaho College wrote, "Our most pressing need is to clarify the humanities'

identity and mission in our core curriculum—first to our humanists themselves, then to the College as a whole." At the time, North Idaho had no real humanities program or coordinator, only a "smorgasbord" of courses in literature, history and appreciation of the arts, philosophy, and world religion. Vocational and technical programs had no humanities requirement or component at all. As a result of its participation in the *Advancing the Humanities* project, the College has focused its attention on an examination of its general education curriculum in an effort to make substantial improvements in the teaching of the humanities.

The *Advancing the Humanities* team's most significant achievement was in institutional reorganization, most specifically through the establishment of a 34-member humanities network as a permanent campus entity. A six-member steering committee meets weekly and a humanities coordinator with 40% released time spearheads network efforts. Thus far, the network has taken some important steps toward creating and sustaining a coherent humanities program. It has developed and disseminated a detailed plan which sets out actions to be taken in such areas as criteria for all current and future humanities curricula; concrete improvement of existing humanities courses and development of new ones, faculty development needs, and institutional organization. The plan has been widely circulated on campus and endorsed by the Board of Trustees.

The network has also put in place the first stage of a guided placement policy for humanities core courses and made the decision to offer a new team-planned, individually taught interdisciplinary humanities core course as a foundation for a later single-discipline study. The course will be piloted in Spring, 1991, and will consider a wide variety of primary texts and cultural artifacts.

A week-long summer humanities seminar in August, 1990, led 20 humanities faculty in using a five-question inquiry method to study major works in the humanities, qualifying them to teach the new course when it is piloted next year.

A number of other lecture series and summer colloquia on humanities topics will encourage faculty renewal and collegiality. The network is also working for released time for individual scholarship to strengthen humanities teaching and improvement of humanities holdings in the College's new library. North Idaho College and its mentor have worked together exceptionally well: "Our mentor,

Rhonda Kekke, has been outstanding. The match was such a good fit it was almost eerie—we found that Kirkwood was already doing many of the things we had identified as goals, and there were other coincidences that have given us a sense of providence or synchronicity."

From Rhonda Kekke to AACJC: "I don't know how you did it, but keep on finding colleges like North Idaho that have the spirit and hunger to make the most of every opportunity they're given!"

Team members have encountered campus- and community-wide enthusiasm for the new humanities activities. Faculty, administrators, and a special community advisory panel have demonstrated support by turning out for meetings and lectures, volunteering to serve on committees and taking on particular projects.

Northampton Community College
Bethlehem, Pennsylvania

Northampton Community College came to the National Humanities Conference with two problems: many students receive associate degrees without ever having taken a humanities course, and many humanities faculty rarely teach anything other than introductory or skills courses in their fields. Through its *Advancing the Humanities* project proposal, Northampton hoped to upgrade the humanities curriculum at the College. Over the past year considerable progress has been made in reaching its goal.

To begin with, the humanities team was able to recruit additional members of the humanities faculty to help plan new courses with general support from other faculty and the administration. Second, it was agreed to develop a Western culture set of courses, beginning with "The Idea of Freedom: European Roots, American Expression (1750–1900)," and an applied humanities set of courses, beginning with "The American Workplace Tradition."

Northampton Community College received valuable help from its mentor; team members reported that "Gael Tower was especially willing to 'beat the drum' for our action plan among our faculty and the administration and he encouraged us to speak directly to all persons whose cooperation would be key to the plan's success."

The team was gratified by the support it received from administrators and other faculty on the Northampton campus. Three business

faculty members agreed to participate in a colloquium on the American workplace. An Assistant Dean has been part of the planning team from the start, and the Vice President spent a full day on their mentor's campus, Tacoma Community College.

Pearl River Community College
Poplarville, Mississippi

Pearl River Community College offers a variety of courses in the humanities so that students can choose to major or minor in modern languages, linguistics, history, literature, political science, philosophy, or religion. In addition, the College conducts lectures, forums, and library-based reading programs. Nevertheless, Pearl River's humanities team came to the National Humanities Conference having identified specific needs in humanities instruction and programming. They wished to devise ways to offer greater intellectual challenges to students through study of the humanities and to use the humanities to pull together the various academic and non-academic divisions of the College.

Through participation in the *Advancing the Humanities* project and with the support of mentor Agnes Pollock, the College has made considerable progress toward reaching its goals. To begin, the College formed a humanities committee to work with team members. The deans of both the academic and vocational-technical divisions serve on the committee as well as faculty from both divisions. In addition, a fine arts committee now provides cultural experiences for the college community.

A target date of Fall, 1990, was set for an interdisciplinary humanities course involving literature and history. Entitled "World Literature," the year-long course is designed to challenge students to read critically selected writings from the ancient, medieval, and Renaissance periods in the first semester and from the Enlightenment through the contemporary period in the second semester. The course focuses on how certain themes and ideas evident in literature relate to contemporary life. These themes are the nature of religion, the concept of the hero, and the attitude of society toward women, war, justice, virtue, beauty, goodness, equality, truth, and liberty.

Team members are convinced that the study of the humanities at Pearl River has improved as a result of the College's participation

in AACJC's *Advancing the Humanities* project. Students are now encouraged to make connections between themes and events in the literature they read and in their own experiences. The College administration and the faculty from all departments are planning and coordinating cultural activities to help expand the students' view of the world and to help them be more aware of their own heritage.

Portland Community College
Portland, Oregon

As a follow-up to the action plan they developed at the Humanities Conference, Portland Community College's *Advancing the Humanities* team members designed a course entitled "Peace and Conflict," offered for the first time in Fall, 1989. The course was developed in response to the need for the increasingly international and global awareness that modern life requires. It is to be part of a peace and conflict studies certificate program, an interdisciplinary collection of offerings connecting courses in the humanities and the social sciences.

The initial course was offered on two of the three campuses of Portland Community College with dramatic results. Each of the two sections taught was filled to room capacity and some students had to be turned away. A section not originally planned was offered one term as an evening course. Twenty-two students enrolled, without the course having been publicized. Another section of the course is being added. The course is interdisciplinary in nature and required readings consist of *The Gaia Peace Atlas* and a utopian novel, *Ecotopia: The Novel of Your Future* by Ernest Callenbach.

A peace and conflict studies task force has been established and has been holding regular meetings. Its objectives have been identified as the following: "To provide those enrolled with the stimulus and the means to explore, through the subject areas of the humanities, social sciences, and other applicable studies of the modern era, the structural causes and manifestations of violence in self, in society, in nations, and in the global community, and to consider alternatives to violent resolution of conflict."

The program is being designed so that students may find that a number of their courses for general education and in the area of their chosen discipline apply toward the peace and conflict studies certificate program as well.

The *Advancing the Humanities* team also worked to expand the library holdings by over forty texts and fifteen films and video tapes. In addition, over forty faculty and staff attended in-service workshop sessions focused on strengthening the humanities offerings in the program.

Saddleback College
Mission Viejo, California

Saddleback College faculty and administrators were concerned that there was no central philosophy or policy underlying their many humanities offerings. For example, an "Introduction to Humanities" course was not clearly related to other courses in the humanities program, including the honors humanities course. The College was also seeking ways to expand humanities course content beyond Western culture and generally, to make the program more coherent. Through participation in the *Advancing the Humanities* project, Saddleback College team members have launched an action plan to address these concerns and to strengthen the humanities across the curriculum.

Team members organized a spring colloquium, "The Humanities: Building Bridges, Part I." Thirty-five faculty members and administrators participated, representing humanities, fine arts, social sciences, mathematics, business, science, and technology. After opening remarks by President Constance Carroll and a slide-tape presentation by mentor Agnes Pollock, small group roundtable discussions followed to address the questions, "How are the humanities a part of your life?" and "How are the humanities a part of your teaching?"

At an in-service retreat for faculty, Professor Walter Capps, University of California at Santa Barbara, discussed education in a pluralistic society. The lecture suggested ideas not only for a faculty development program but also for a curriculum development effort. The faculty development program, in its first year, will be devoted to a study of Chinese and Japanese literature reflecting the traditional values of those cultures. The second year will focus on Latin American literature and culture and will be directed by Professor Saul Sosnowski, University of Maryland.

A curriculum development project will address the diversity of cultures represented in the classroom and community on the West

Coast, the phenomenon of cultural encounter between the traditional and the modern, and between the immigrant and the dominant cultures. The focus for the study will be the literary text; the title of the seminar will be "Voices of the Stranger."

As a result of interest generated by the retreats, some instructors have already been inspired to pursue cross-cultural perspectives. Thus, two humanities courses are now exploring the Renaissance primarily in Italy for the first semester and in Islamic cultures, China, Japan, as well as in subcultures of America during the second semester.

Members of the Saddleback *Advancing the Humanities* team are quick to praise their mentor for her support: "Agnes Pollock has been enormously helpful in showing how to overcome the inherent insularity of our academic departments. Our faculty now realize that we are in an excellent position to be the center for humanistic study in our community. There can be no substitute for the experience we have received from our mentor, and we are deeply grateful for it."

St. Louis Community College
St. Louis, Missouri

Although St. Louis Community College offered many humanities courses, including an interdisciplinary two-semester sequence, certain aspects of the humanities program were fragmented for many students, especially those who were transfer bound. Thus, St. Louis participants came to the National Humanities Conference seeking means of restructuring the humanities curriculum so that students would experience a coherent presentation of major issues and classic texts across disciplines. With the assistance of their mentor, Rhonda Kekke, the team was able to develop an action plan which they have followed successfully over this past year.

To begin, team members established a humanities steering committee with representatives from the College's three campuses. This committee met frequently during the year. It assessed the needs of humanities programs at the three campuses and planned a humanities program for the college-wide staff development day held in October, 1989. As part of the staff development day, representatives of three colleges with outstanding humanities programs were invited to speak. Among them was *Advancing the Humanities* mentor Kekke.

Although there is much work remaining to ensure that a coherent and rigorous humanities program is made available to all students at the College, St. Louis team members are pleased with their accomplishments as a result of involvement in the *Advancing the Humanities* project. They have opened up new lines of communication among humanities faculty on the three campuses, become more aware of the status of their humanities programs and of the possibilities for developing new faculty skills through staff development programs, and examined some excellent models for upgrading faculty skills and developing successful humanities programs. Most of all, they have established a nucleus of faculty members and administrators who are strongly motivated to develop a rigorous and coherent humanities program for all students at the College.

Snow College
Ephraim, Utah

Representatives of Snow College arrived at AACJC's National Humanities Conference knowing that the College was not facing a crisis, nor was it failing to do an adequate job of teaching the humanities. Nevertheless, certain problems did exist. Primary among them was the lack of a coherent view of the role of the humanities: no course gave students explicit instruction in how the humanities form a distinctive discipline with a particular world view that is articulate and meaningful in all its varied manifestations. Participation in the *Advancing the Humanities* conference provided the College with the means to make changes in humanities education on a far more rational and informed basis.

As part of an overall revision of its general education program, Snow College team members designed an interdisciplinary humanities course which was approved by the College curriculum committee. This new required five-hour course, taking the place of an "Introduction to Literature" course, retains a significant literature component, but integrates this component with approaches to art, music, philosophy, and history.

Snow College faculty and administrators are convinced that the institution of such a course of action for all degree-seeking students will ensure that they have a common experience to draw upon in subsequent courses and throughout their education. They will be able

to see that the humanities offer a vision of the world that is both valuable and unique through exposure to the works of great writers and thinkers.

Participation in the *Advancing the Humanities* project, including site visits with mentor Lorain Stowe, has resulted in a faculty much more open to the idea of a core humanities course. Administrators are most supportive, and the College's Vice President has made clear his enthusiasm for the team's efforts. A proposal for additional funding is being prepared to enable the College to continue with its plans for the development of a revitalized, coherent humanities experience for its students.

Triton College
River Grove, Illinois

Triton College offers a variety of humanities courses to its students. These vary from traditional transfer courses taught in a lecture setting to those taught through the media and on weekends. Honors transfer courses in the humanities for advanced students offer greater depth in the study of the humanities, while an interdisciplinary study program offers team taught courses in psychology, philosophy, humanities, and English. One-hour humanities courses are offered for students in Associate in Applied Science degree programs. These courses range from "The Worker in America" to "Chicago Architecture."

In 1988, the Illinois Community College Board recommended that Illinois community colleges require courses in non-Western cultures as part of the Associate in Applied Science and Associate in Applied Arts degree programs. The Triton College *Advancing the Humanities* team attended the National Humanities Conference with the intention of meeting and exceeding the College Board recommendation by implementing an international component within the Associate in Applied Science degree as well by internationalizing the required one-hour humanities courses for career students.

As a result of team efforts, and with the support of Nanette Pascal, "a patient and helpful mentor," Triton College now offers HUM 130C, "Work in International Perspective." Final approval of the course was given at the December, 1989, meeting of the College's curriculum coordinating committee. The first offering of the course was designed to compare selected African views of work with Anglo-European

traditions. In addition, a framework was developed for offering a variety of sections of the course comparing Western work values to the values of work in a wide variety of other cultures. Engaging in such cross-cultural study, career students learn of human diversity as well as of the relatedness of human enterprise and the human condition. A central feature of the plan is that the curriculum be approached through the materials and methods of the humanities. Thus, students deal directly with important works of the imagination and intellect that open to them the experiences of workers elsewhere.

Humanities and career faculty have been working together on the project. Faculty members of the Philosophy and Humanities Department researched primary sources from a wide variety of third-world writers and developed the Western component of the course. Faculty members of the Geography and Geology Department developed material on several African countries, including Zambia and South Africa.

Triton College's focus on the humanities as a result of its participation in the *Advancing the Humanities* project has resulted not only in the development of specific humanities courses with a broad international focus, but also in the support of faculty development of deeper competence in third-world sources for eventual use in their other courses. In fact, says a team member, ". . .it was contact with other schools at the National Humanities Conference and through ADVANCING THE HUMANITIES NEWS that has let us see what is possible!"

Truman College
Chicago, Illinois

Harry S. Truman College was also affected by the State of Illinois mandate to revise the general education requirements of community colleges through the addition of three hours of humanities credit devoted to the study of non-Western cultures. In the case of Truman College, one-third of the students are foreign born and almost 50% are Asian, Middle Eastern, or African. The majority of these are recent immigrants who plan to make the United States their permanent home. Thus, the Truman College team, through participation in the *Advancing the Humanities* project, planned to develop an interdisciplinary course to help students with non-Western backgrounds

acquire a greater knowledge and appreciation of Western culture. Mentor Nanette Pascal was instrumental in directing the team's attention to developing such a course.

Truman College's new offering, a "Western Culture as a Second Culture" course, focuses on the evolution of Western ideas and ideals as expressed in classical works of literature, art, music, and philosophy.

The course was originally scheduled for two morning sections in the Fall, 1989, program. The classes were oversubscribed, well beyond the normal class-size limit of 35 students per section. The course was offered again in Spring, 1990. Once again two sections were offered and once again both were enrolled to the limit of 35 students.

Communication among humanities staff has burgeoned as a result of the challenges emerging from the new course. Such challenges include the use of translations, preparation of glossaries in the various languages of students, and the use of original material by students who can read the original language of a work ordinarily taught in translation, e.g., reading Tolstoy in Russian while the remainder of the class and the professor read it in translation. The entire humanities department met before the course was scheduled to review the outline created in Washington at the National Humanities Conference and to recommend alterations. Students registered in the course were consulted about course emphases and asked what they would like to see retained or changed for the future.

Part VI

APPENDICES

Advancing the Humanities Participants

MENTORS

Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130
(215)751-8331

Karen Bojar, English Department
Grace Flisser, English Department
"Cultural Literacy Project"

Highline Community College
2400 South 240th Street
P.O. Box 98000
Des Moines, WA 98198-9800
(206)878-3710 ext. 440

Lorain Stowe, Humanities Department
"Strengthening Humanities Core"

Jefferson State Community College
2601 Carson Road
Birmingham, AL 35215-3098
(205)853-1200 ext. 1361

Agnes Pollock, English Department
"Faculty Renewal and Development Through Interdisciplinary Humanities Seminars"

Kirkwood Community College
6301 Kirkwood Boulevard West
Cedar Rapids, IA 52406
(319)398-5537

Rhonda Kekke, Communication Arts Department
"Strengthening Core Through Faculty Development: Fostering Coherence Throughout an Institution"

Piedmont Virginia Community College
Route 6 Box 1A
Charlottesville, VA 22901
(804)977-3900 ext. 467

Evelyn Edson, History Department
"Strengthening General Education Through the Humanities"

Richland College
12800 Abrams Road
Dallas, TX 75243-2199
(214)238-6334

Nanette Pascal, Communications Department
"College Classics Cluster Project"

Tacoma Community College
5900 South 12th
Tacoma, WA 98465
(206)566-5069

Gael Tower, Humanities Division
"Renewing the Humanities"

Utah Valley Community College
800 West 1200 South
Orem, UT 84058
(801)226-5000 ext. 405

Elaine Englehardt, Humanities Department
"Fostering Coherence Through the Humanities"

PARTICIPATING COLLEGES

Alamance Community College
P.O. Box 623
Haw River, NC 27258
(919)578-2002 ext. 128

Melinda Lamb, Department Head, General Education
Dianne T. Setzer, Instructor, English
Byron T. Robinson, Chair, Humanities and Social Sciences

Amarillo College
P.O. Box 447
Amarillo, TX 79178
(806)371-5354

Carol Nicklaus, Instructor, Humanities
Reagan Hathcock, Professor, Honors Government
Dale Roller, Chair, Fine Arts

Anoka-Ramsey Community College
11200 Mississippi Boulevard NW
Coon Rapids, MN 55433
(612)422-3338

Marianne Wargelin, Instructor, Humanities
Robert Skottegaard, Instructor, Humanities and Philosophy
Bonnie M. Hugeback, Associate Dean, Academic Affairs

Butte College
3536 Butte Campus Drive
Oroville, CA 95965
(916)895-2203

Silvia Milosevich, Instructor, Humanities
Ric S. Machuga, Instructor, Philosophy
Roger Robin Ekins, Dean, Instruction

Casper College
125 College Drive
Casper, WY 82601
(307)268-2382

Robert K. Carlson, Instructor, Humanities and Philosophy
James W. O'Neill, Instructor, History
Gale Alexander, Chair, Language and Literature

Centralia College
600 West Locust
Centralia, WA 98531
(206)736-9391 ext. 239

Susan H. Hendrickson, Instructor, English
Linda L. Strever, Instructor, English and Creative Writing
John H. Pratt, Chair, Humanities and Social Sciences

Des Moines Area Community College
2006 South Ankeny Boulevard
Ankeny, IA 50021
(515)964-6524

James Stick, Chair, Humanities and Communications
Alan J. Hutchison, Instructor, English
Jerry Moskus, Executive Vice President, Educational Services

Gadsden State Community College
P.O. Box 227
Gadsden, AL 35999
(205)546-0484 ext. 326

Charles D. Hill, Dean, Language and Fine Arts
Glenda Selman, Instructor, English and Humanities
Donald R. Jarrells, Campus Director

Germanna Community College
P.O. Box 339
Locust Grove, VA 22508
(703)399-1333 ext. 282

Joel C. Tate, Professor, Social Sciences
Suzanne S. Hintz, Spanish, French, Humanities, Social Sciences, Developmental Studies
Sally F. Nelson, Chair, Social Sciences and Developmental Studies

Greenville Technical College
P.O. Box 5616
Greenville, SC 29606-5616
(803)242-3170 ext. 2396

Deidra Christie, Instructor, Humanities
Malcolm Munson, Instructor, Philosophy
David Trask, Head, Humanities/Psychology

72

Eugenio Maria de Hostos Community College
500 Grand Concourse
Bronx, NY 10451
(212)960-1101

Michael Mbabuike, Assistant Professor, Humanities-Africana Studies
Maria E. Pineiro, Lecturer, Humanities-Latin American and Caribbean Studies
Aida Ortiz Ruiz, Associate Dean, Liberal Arts

Kalamazoo Valley Community College
6767 West "O" Avenue
Kalamazoo, MI 49009
(616)372-5212

Robert G. Badra, Professor, Philosophy, Religion, Humanities
Martin E. Obed, Instructor, Humanities, Music Appreciation
Betty C. Chang, Associate Dean, Instruction, General Studies

Lorain County Community College
1005 North Abbe Road
Elyria, OH 44035
(216)365-4191 ext. 542

Charles Buckalew, Assistant Professor, Philosophy
Robert Dudash, Professor, English and Humanities
William J. Flynn, Chair, Language and Humanities

Mid Michigan Community College
1375 South Clare Avenue
Harrison, MI 48625
(517)386-7792 ext. 207

Willis Diller, Instructor, Social Sciences and Humanities
James Vander Mey, Instructor, English and Humanities
Linda Loomis, Chair, Arts and Sciences

Morrisville College (SUNY)
Morrisville, NY 13408
(315)684-6081

Rennie Simson, Chair, English Department
Jocelyn Ladner, Instructor, English
James Dorland, Dean and Professor, General Studies

North Idaho College
1000 West Garden Avenue
Coeur d'Alene, ID 83814
(208)769-3305

Daralyn Mattei, Instructor, English
Judith Sylte, Instructor, English
Dennis Conners, Dean, Academic Affairs

Northampton Community College
3835 Green Pond Road
Bethlehem, PA 18017
(215)861-5315

James Von Schilling, Assistant Professor, English, and Humanities Faculty Coordinator
Deborah Averill, Associate Professor, English
Brenda Johnson, Assistant Dean, Arts and Sciences

Pearl River Community College
Station A
Poplarville, MS 39470
(601)795-6801

Mary H. Peddicord, Chair, English Department
Walter L. Lowe, Instructor, Social Sciences
Willis H. Lott, Dean, Academic Affairs

Portland Community College
12000 SW 49th Avenue
Portland, OR 97219
(503)244-6111 ext. 4265

Michael Sonnleitner, Instructor, Political Science
Dale Edmonds, Chair, English and Foreign Languages

Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92692
(714)582-4954

Patricia Grignon, Professor, English
Virginia Meyn, Chair, Humanities and Languages
Daniel Rivas, Dean, Liberal Arts

St. Louis Community College
300 South Broadway
St. Louis, MO 63102-2814
(314)539-5354

Carol Berger, Professor, Communications and Arts
Susan Waugh, Professor, English
Alice Warren, Associate Dean, Humanities

Snow College
Ephraim, UT 84627
(801)283-4021

Gary Parnell, Associate Professor, English
Susan Burdett, Instructor, English
Osral Allred, Instructor, Art
Richard Haslam, Instructor, Theater
Roger Baker, Instructor, English

Triton College
2000 Fifth Avenue
River Grove, IL 60171
(312)456-0300 ext. 565

John Wager, Instructor, Philosophy and Humanities
Russell Anderson, Instructor, Geography and Geology
Sunil Chand, Dean, Arts and Sciences

Harry S. Truman College
1145 West Wilson Avenue
Chicago, IL 60640
(312)328-8653

Edmund Dehnert, Chair, Humanities
James Riedy, Professor, Humanities
Ruth Burgos-Sasscer, Vice President, Faculty and Instruction

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PROJECT PRINCIPALS

William Askins
Executive Director, Community College Humanities Association and
Professor of English
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130
(215)751-8860
Selection Committee Member

Diane U. Eisenberg
President, Eisenberg Associates
444 North Capitol Street, Suite 406
Washington, DC 20001
(202)393-2208
Project Manager

James F. Gollattscheck
Executive Vice President
American Association of Community and Junior Colleges
One Dupont Circle, NW, Suite 410
Washington, DC 20036
(202)728-0200
Project Director

Judith Jeffrey Howard
Program Officer
National Endowment for the Humanities
1100 Pennsylvania Avenue, NW, Room 302
Washington, DC 20506
(202)786-0380
NEH Program Officer

Landon C. Kirchner
Assistant Dean, Arts, Humanities and Social Sciences
Johnson County Community College
12345 College at Quivira
Overland Park, KS 66210
(913)469-3856
Project Evaluator

Diana H. Metcalf
Project Assistant
American Association of Community and Junior Colleges
One Dupont Circle, NW, Suite 410
Washington, DC 20036
(202)728-0226
Project Assistant

Jerry Sue Owens
President
Lakewood Community College
3401 Century Avenue
White Bear Lake, MN 55110
(612)779-3200
Selection Committee Member

Barbara C. Shapiro
Editorial Services
3805 Gramercy Street, NW
Washington, DC 20016
(202)966-2265
Writer/Editor

George B. Vaughan
Director, Center for Community College Education
George Mason University
4400 University Drive
Fairfax, VA 22030-4444
(703)764-6484
Selection Committee Member

Nationwide Participation

in the *Advancing The Humanities* Project

- ■ Eight colleges with exemplary humanities programs
- ● Twenty-four colleges selected to participate (one representing a consortium of seven colleges), serving a total of 198,284 students

AACJC HUMANITIES POLICY STATEMENT

The Study of the Humanities in Community, Technical, and Junior Colleges

I. What Do We Mean by the Humanities?

THE HUMANITIES ARE WAYS OF THINKING ABOUT WHAT IS human—about our diverse histories, imaginations, values, words, and dreams. The humanities analyze, interpret, and refine our experience, its comedies and tragedies, struggles, and achievements. They embrace history and art history, literature and film, philosophy and morality, comparative religion, jurisprudence, political theory, languages and linguistics, anthropology, and some of the inquiries of the social sciences. When we ask who we are, and what our lives ought to mean, we are using the humanities.

In addition to the specific content of this roster of disciplines, the humanities represent an approach to learning—an approach which is characterized by certain beliefs about the value of what is worthy of our interest and study. The study of the humanities ranges from the reading of great texts to the understanding of the contemporary, yet perennial, concerns of the human family. The methods of the humanities encompass the methods of the particular disciplines as well as the methods of broader, interdisciplinary inquiry such as the critical and imaginative use of language, texts, and other artifacts of human experience. Whether in content or method, however, study

This statement was adopted and approved by the AACJC Board of Directors on April 12, 1986.

in the humanities always has as its fundamental objective to reveal that which is significant about human life—past, present, and to the extent possible, the future.

II. Why Study the Humanities at Community Colleges?

Learning in the humanities is particularly critical in community, technical, and junior colleges because of the strong interest on the part of students in practical education. It is important that students become economically self-supporting. But it is equally important for them to broaden their horizons so they may participate willingly and wisely in a fuller range of human activity.

The humanities do have inherent worth. The proper study of the humanities, however, is also decidedly practical. For example, the development of advanced technologies requires not only higher-order processes of intelligence, but also a keen appreciation of the impact of technology on the human environment. The humanities concentrate in direct ways on skills of the mind and skills of language, while the ability to reason clearly and communicate well should be a goal of all branches of study. These capabilities, by their very nature, are especially connected to the humanities. The medium of the humanities is essentially language, and their use of language sets in motion reflection and judgment. The humanities assist in developing insights and capacities that are essential for a well-formed public life as well as a fulfilling private one.

The concerns of the humanities extend to many enduring and fundamental questions which confront all human beings in the course of their lives: What is justice? What is courage? What should be loved? What deserves to be defended? What is noble? What is base?

Community college faculty must teach the humanities to their students so that each student is better able to discover a sense of relationships among life, work, and circumstances; to understand self and society through different eyes, places, and times; to reflect on the way personal origins and beliefs affect actions and values; to encounter questions and answers posed in the past; and to raise similar questions about the present and future.

Study of the humanities nurtures the imagination and offers individual and private pleasure. Study of the humanities encourages the best habits of mind. Study of the humanities fosters disciplined approaches

to questions that do not have necessarily correct answers. Study of the humanities promotes an enhanced ability to make value judgments—to select the wiser course of action. Study of the humanities inculcates a sense of common culture, encouraging civic purpose and citizenship practices. Study of the humanities seeks balance between the individual and society while fostering the basis of any civilized society—civility and mutuality.

Beyond responsibility to their students, community colleges have a further obligation to the communities they serve. It follows that they should teach the humanities to *all* students so that social cohesion may be fostered through shared understanding, language, and values. Community college students should study the humanities for a seemingly simple reason—to gain knowledge and ability to think concretely about important social and personal questions and to communicate these thoughts through clear and effective written expression. The practical demands of life—both private and public—are illuminated and made more valuable by the study of the humanities.

III. Recommendations to Community College Leaders

The ferment in higher education, reflected by the many calls for educational reform from all quarters, suggests that now is an opportune time for educational leaders to speak out on behalf of the importance of the humanities to the associate degree offered by community colleges. To that end, the following recommendations are offered:

Recommendation 1. Educational policy concerning the humanities and their place in the community college curriculum should be framed within the context of an overall policy on a liberal or general education program of study.

Recommendation 2. Study in the humanities should be a required part of every degree program offered by community colleges.

Recommendation 3. Study in the humanities disciplines should be required beyond existing college requirements for such courses as composition, public speaking, and communications.

In order to assure that the humanities maintain their proper place in the curriculum, it is crucial that the following degree requirements

be made public and manifest via the endorsement of the highest policy and administrative bodies—trustees, presidents, academic deans, and other administrators. Hence:

Recommendation 4. A minimum of six semester hours in the humanities for the degree of associate in applied science.

Recommendation 5. A minimum of nine semester hours in the humanities for the degree of associate in science.

Recommendation 6. A minimum of twelve semester hours in the humanities for the degree of associate in arts.

The manner of teaching college courses, as well as the content of courses, especially courses with specific humanities content, is vital to the educational process. Instruction in the humanities must engage students extensively in activities that take them beyond the mere acquisition of facts and the comprehension of principles and theories. Students must be asked to understand the human circumstances that the materials address and to consider critically alternative points of view. Therefore:

Recommendation 7. Humanities courses should develop students' abilities to participate in reflective discourse, to question, analyze, and understand. To develop these abilities, humanities classes must include extensive reading, writing, speaking, and critical analysis of the perspectives, cultures, and traditions that make up our intellectual heritage.

Community colleges serve a wide and varied population, with the typical student body reflecting diversity in age, sex, ethnicity, and interests. The faculty of these institutions, being most familiar with student needs, should take the lead in building appropriate humanities programs. Therefore:

Recommendation 8. The faculty within each institution should develop a comprehensive plan for helping their students achieve knowledge of and sophistication in the humanities. This plan should include a coherent program of courses in sequence, with clear indica-

tion of which courses in the humanities are basic, which courses presuppose others, which courses are best taken concurrently with others, and which courses constitute appropriate selection for students who will take limited coursework in the humanities.

It is important that good teaching be the basis for faculty promotion and recognition. To encourage and assist good teachers to continue in the profession and to stimulate others to develop good teaching skills, three recommendations are offered:

Recommendation 9. Evidence of good teaching should be used as an explicit criterion for hiring, promotion, tenure, and other forms of professional recognition. This will demand the development of appropriate measures of teaching ability and effectiveness.

Recommendation 10. Faculty development resources should be used to help faculty develop their teaching skills and further their knowledge of their discipline. Fulltime faculty, and in every instance possible, parttime faculty as well, should be encouraged to attend the meetings and conferences and read the publications of those academic organizations which are increasingly turning their attention to the quality of teaching in our colleges.

Recommendation 11. Funds should be made available to college libraries and learning resource centers for the purchase of materials that support research, provide the basis for cultural enrichment, and constitute resources for programs in the humanities.

Humanities studies do not, and should not, end in high school. Neither should they begin and end in college. Courses of humanistic study can and should be integrated so that high schools and colleges can build on the habits of mind and knowledge acquired by students in their early classes and developed in later ones. Therefore, it is recommended that articulation processes be developed to meet these goals:

Recommendation 12. Governing boards, administrators, and faculties of community colleges, high schools, and four-year colleges

should work together to plan a unified and coherent humanities curriculum for their students.

It is urgent that these recommendations be circulated widely to college administrators, legislative officials, and college faculty, as well as to the public and private presses. The recommendations are addressed to community college leaders—presidents, governing boards, administrators, faculty, and curriculum committees. Responsibility for placing the importance of humanities study before the college community and mobilizing activites in its support belongs to each community college president.

ABOUT THE AUTHORS

Diane U. Eisenberg, AACJC Senior Consultant and manager of the *Advancing the Humanities* project, is President, Eisenberg Associates, a Washington, DC-based educational consulting firm. A former NEH staff member, she has designed, directed, and advised on the development of humanities programs for national organizations. She has served on the Board of Directors of the Community College Humanities Association and co-edited *The Future of Humanities Education in Community, Technical, and Junior Colleges.*

James F. Gollattscheck, AACJC Executive Vice President and director of the *Advancing the Humanities* project, has served on the Board of Directors of the Florida Endowment for the Humanities and as a member of the advisory committees for AACJC's previous national humanities projects. He is the founder of COMBASE, a coalition of two-year colleges which stress community-based education, and former President of the Coalition of Adult Education Organizations. Dr. Gollattscheck directed the AACJC/NEH Humanities Roundtable project and co-edited the resulting publication, *The Future of Humanities Education in Community, Technical, and Junior Colleges.*

Diana H. Metcalf, AACJC staff member for the *Advancing the Humanities* project and associate editor of ADVANCING THE HUMANITIES NEWS, is an experienced grants administrator. She has coordinated activities for over 25 federal grants at the University of California-Davis, the University of Illinois-Urbana, and the University of Wisconsin-Madison.

Barbara C. Shapiro, English teacher and past Department Chair, Madeira School, Greenway, Virginia, is a Washington, DC-based freelance editor and writer. Dr. Shapiro, a frequent contributor to national journals and publications, has served on advisory committees for the National Assessment of Educational Progress.

ABOUT AACJC

Founded in 1920, the American Association of Community and Junior Colleges (AACJC), headquartered in Washington, DC, represents the interests of the 1,211 public and private community, technical, and junior colleges in service to the nation. Mobilizing the considerable strengths and resources of this entire community college network, the Association endeavors to help these colleges continue to meet the challenges of a rapidly changing environment and provide our citizens with cost-effective opportunities to educational excellence.

- AACJC's publications program provides the latest news, scholarly thinking, and research for education professionals. Publications include the bimonthly *Community, Technical, and Junior College Journal; The Community, Technical, and Junior College Times,* AACJC's biweekly newspaper; and the *AACJC Letter,* a monthly newsletter from AACJC President Dale Parnell to presidents and chancellors of AACJC member institutions.

- The Community College Press publishes hardcover books, including the following recent publications: *Dateline 2000: The New Higher Education Agenda* by Dale Parnell, *Pathway to the Presidency* by George Vaughan, and *Teaching as Leading* by George Baker III, John Roueche, and Rosemary Gillett-Karam.

American Association of Community and Junior Colleges
National Center for Higher Education
One Dupont Circle, NW, Suite 410
Washington, DC 20036
(202) 728-0200

ISBN 0-87117-212-7

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ERIC Clearinghouse for
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OCT 19 1990